

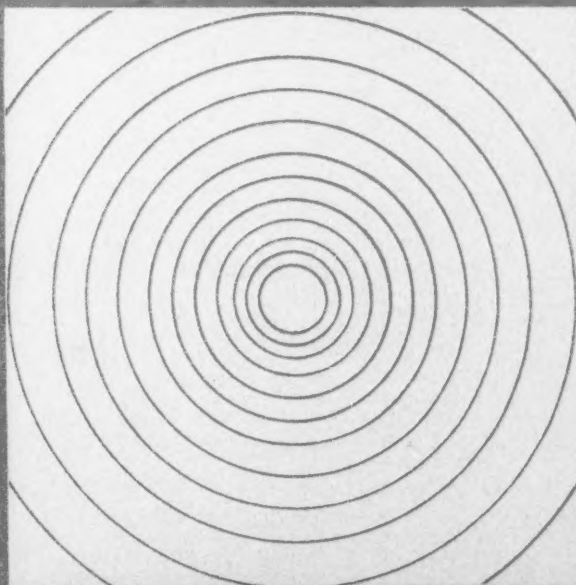
Resources in Education

EDUCATIONAL RESOURCES
INFORMATION CENTER

JULY 1984

VOLUME 19 • NUMBER 7

R I E
ERIC[®]



ED 240 226-241 671

SPECIAL ANNOUNCEMENT

A Nation Responds: Recent Efforts to Improve Education

In May 1984, the Department of Education published this summary of the Nation's responses to recent studies in education, including the report of the National Commission on Excellence in Education, *A Nation at Risk*. This document extends the information provided in December 1983 in the publication *Meeting the Challenge* and consists of three parts:

- An overview which describes national developments in education in the last 12 months and summarizes State and local efforts to improve education.
- A section on State initiatives which provides a State-by-State profile of recent activities and a chart summarizing these initiatives.
- An informal sampling of significant efforts by local schools, school districts, postsecondary institutions, associations, and the private sector.

This report is available from the U.S. Government Printing Office (GPO), Superintendent of Documents, Washington, D.C. 20402 (\$7.50, Stock #065-000-00198-5).

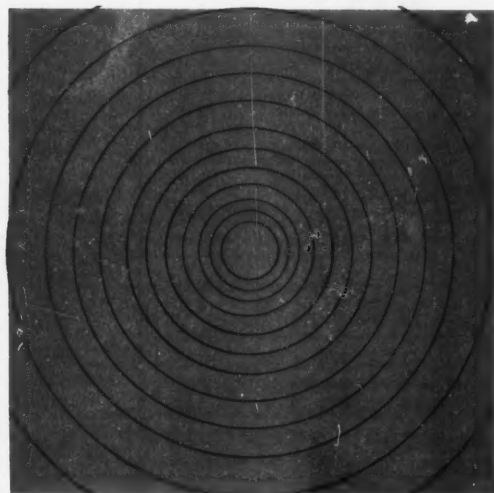
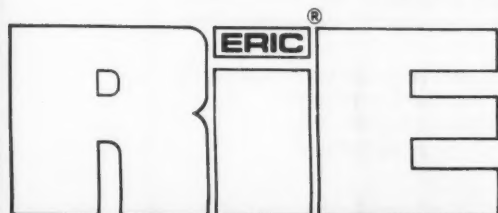
It is also available from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210, in microfiche (\$.97) or paper copy (231 pages, \$17.90). Order by the ERIC Accession Number (ED 240 748), announced in the July 1984 issue of *Resources in Education*.

RESOURCES IN EDUCATION

ED 240 226-241 671

July 1984

Volume 19 • Number 7



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Copies of *RIE* are available from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquiries regarding subscription prices (12 issues/year) and single issue prices should be directed to the Superintendent of Documents.

Two *Semiannual Indexes* to *RIE* (January-June and July-December) are also available from GPO. Contact the Superintendent of Documents for prices.

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Selected Acronyms

CH	—	Clearinghouse
CIJE	—	<i>Current Index to Journals in Education</i>
Comp.	—	Compiler
DHEW	—	Department of Health, Education, and Welfare
Ed.	—	Editor
ED	—	Accession Number Prefix (ERIC Document)
	—	Department of Education
EDRS	—	ERIC Document Reproduction Service
ERIC	—	Educational Resources Information Center
GPO	—	Government Printing Office
MF	—	Microfiche
NIE	—	National Institute of Education
OE	—	Office of Education
PC	—	Paper Copy
RIE	—	<i>Resources in Education</i>
SN	—	Scope Note
UF	—	Used For

Library of Congress Cataloging in Publication

Resources in education / Educational Resources Information Center. — Washington, D.C. : Dept. of Health, Education, and Welfare, National Institute of Education : Supt. of Docs., U.S. G.P.O., [distributor],

v. ; 28 cm.

Monthly.

Began with Vol. 10, no. 1 (Jan. 1975)

Cover title.

Vols. for Jan. 1975-Apr. 1980 were classed (Supt. of Docs.): HE 19.210:(v.nos.&nos.)

Description based on: Vol. 14, no. 1 (Jan. 1979)

Vols. for Jan. 1975-Apr. 1980 issued by Dept. of Health, Education, and Welfare, National Institute of Education; May 1980- by the Dept. of

(Continued on next card)

75-644211

AACR 2 MARC-S

76q8209r81jrev

Resources in education ... (Card 2)

Education, National Institute of Education.

Indexes:

Cumulative indexes published semiannually; 1980- one semiannual index issued for Jan.-June.

Continues: Research in education.

Supt. of Docs. no.: HE 19.210;; ED 1.310:

GPO: Item 466-A

ISSN 0098-0897 = Resources in education.

1. Educational research—Bibliography. 2. Education—Bibliography. I. United States. National Institute of Education. II. Educational Resources Information Center.

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016.370'78

75-644211

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AACR 2 MARC-S

Library of Congress

76q8209r81jrev

Introduction

RESOURCES IN EDUCATION (RIE) —A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

**Sponsor: Educational Resources Information Center (ERIC)
National Institute of Education (NIE)
U.S. Department of Education
Washington, D.C. 20208**

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

Organization of Journal: *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 4833 Rugby Avenue, Bethesda, MD 20814. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

How To Order RIE: The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the page in the back of *RIE* entitled "How to Order **RESOURCES IN EDUCATION**."

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1

HIGHLIGHTS Of Special Interest

ERIC Clearinghouse Publications

This page highlights publications announced in this issue of *Resources in Education* which were created by the ERIC clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issue.

In addition to collecting the literature of education for announcement in *Resources in Education* and *Current Index to Journals in Education*, the ERIC clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible clearinghouse or from the source listed in the citation. In addition, the publications announced in *Resources in Education* are contained in all ERIC microfiche collections, and are available in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210. Special collections of clearinghouse publications are also available on microfiche from EDRS, as follows:

1975-77 (574 documents).....	\$120.95 (includes postage)
1978 (211 documents).....	\$ 43.45 (includes postage)
1979 (159 documents).....	\$ 36.93 (includes postage)
1980 (176 documents).....	\$ 39.05 (includes postage)
1981 (173 documents).....	\$ 39.05 (includes postage)
1982 (181 documents).....	\$ 39.05 (includes postage)

Citations (By Clearinghouse)

ED 240 588 CS 208 148

Tway, Eileen
Time for Writing in the Elementary School.
 ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.; 39p.
EDRS Price - MF01/PC02 Plus Postage.
 Alternate Availability—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 54697, \$3.50 member, \$4.00 non-member).

ED 240 589 CS 208 149

Reigstad, Thomas J. McAndrew, Donald A.
Training Tutors for Writing Conferences.
 ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.; 50p.
EDRS Price - MF01/PC02 Plus Postage.
 Alternate Availability—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 55065, \$4.75 member, \$5.50 non-member).

ED 240 918 HE 017 020

Stonewater, Jerry K. Stonewater, Barbara B.
Teaching Problem-Solving: Implications from Cognitive Development Research. AAHE-ERIC Higher Education Research Currents.
 Journal Cit—AAHE Bulletin; Feb 1984
 American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.; 5p.
EDRS Price - MF01/PC01 Plus Postage.
 Alternate Availability—Publications Department, American Association for Higher Education, One Dupont Circle, Washington, DC 20036 (\$1.00).

ED 240 972 HE 017 085

Hendrickson, Robert M. Lee, Barbara A.
Academic Employment and Retrenchment: Judicial Review and Administrative Action. ASHE-ERIC Higher Education Research Report No. 8, 1983.
 Association for the Study of Higher Education; ERIC Clearinghouse on Higher Education, Washington, D.C.; 133p.
EDRS Price - MF01/PC06 Plus Postage.
 Alternate Availability—Association for the Study of Higher Education, Publications Department, One Dupont Circle, Suite 603, Washington, DC 20036 (\$6.50, nonmembers; \$5.00, members).

ED 241 302 SE 043 995

Blosser, Patricia E., Ed. Helgeson, Stanley L., Ed.
National Association for Research in Science Teaching Annual Conference, Abstracts of Presented Papers (57th, New Orleans, Louisiana, April 28-30, 1984).
 ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; 158p.
EDRS Price - MF01/PC07 Plus Postage.
 Alternate Availability—ERIC/SMEAC, The Ohio State University, 1200 Chambers Rd., Room 310, Columbus, OH 43212 (\$5.50).

ED 241 323 SE 044 016

Stronck, David R., Comp.
Understanding the Healthy Body. CESI Sourcebook III. An Occasional Sourcebook of the Council for Elementary Science, International.
 Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.; 164p.
EDRS Price - MF01/PC07 Plus Postage.
 Alternate Availability—Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$5.75).

RIE Highlights

ED 241 349 SE 044 282

Sydam, Marilyn N.

Research on Mathematics Education Reported in 1983.

Journal Cit—Journal for Research in Mathematics Education; v15 n4 Jul 1984.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Council of Teachers of Mathematics, Inc., Reston, Va.; 95p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Alternate Availability—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, VA 22091 (Contact publisher for price).

ED 241 350 SE 044 283

Olstad, Roger G. Haury, David L.

A Summary of Research in Science Education - 1982.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.; 161p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Alternate Availability—John Wiley & Sons, Inc., 605 Third Ave., New York, NY 10016 (Contact publisher for price).

ED 241 587 TM 840 135

Frechtling, Joy A. Myerberg, N. James

Reporting Test Scores to Different Audiences.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.; 77p.

EDRS Price - MF01/PC04 Plus Postage.

Alternate Availability—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 (\$7.00).

ED 241 662 UD 023 436

Rebell, Michael Block, Arthur

Faculty Desegregation: The Law and Its Implementation. ERIC/CUE Urban Diversity Series, Number 86.

ERIC Clearinghouse on Urban Education, New York, N.Y.; 61p.

EDRS Price - MF01/PC03 Plus Postage.

Alternate Availability—The ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, 10027 (\$6.00).

DOCUMENT SECTION

SAMPLE RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

Clearinghouse Accession Number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's Initials.

ED 654 321 **CE 123 456**
Smith, John D. **Johnson, Jane**
Career Planning for Women.
 Central Univ., Chicago, IL.
 Spons Agency—National Inst. of Education (ED), Washington, DC.
 Report No. — CU-2081-S
 Pub Date — May 83
 Contract— NIE-C-83-0001
 Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).
 Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 (\$3.25).
 Language—English, French
 Pub Type— Speeches/Meeting Papers (150)
EDRS Price—MF01/PC06 Plus Postage.
Descriptors — Career Guidance, *Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations
Identifiers — Consortium of States, *National Occupational Competency Testing Institute
 Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
AA—ERIC Processing and Reference Facility	1	JC—Junior Colleges	134
CE—Adult, Career, and Vocational Education	1	PS—Elementary and Early Childhood Education	142
CG—Counseling and Personnel Services	32	RC—Rural Education and Small Schools	152
CS—Reading and Communication Skills	45	SE—Science, Mathematics, and Environmental Education	163
EA—Educational Management	71	SO—Social Studies/Social Science Education	179
EC—Handicapped and Gifted Children	85	SP—Teacher Education	193
FL—Languages and Linguistics	95	TM—Tests, Measurement, and Evaluation	206
HE—Higher Education	104	UD—Urban Education	216
IR—Information Resources	119		

AA

ED 240 226 AA 001 123
Resources in Education (RIE). Volume 19, Number 7.

Educational Resources Information Center (ED/NIE), Washington, DC; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jul 84

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, \$95.00 (Domestic), \$118.75 (Foreign).

Pub Type—Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Abstracts, Catalogs, Education, *Educational Resources, *Indexes, Resource Materials

Identifiers—*Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

CE

ED 240 227 CE 032 019

Onushkin, V. Zubkov, V.

Making Higher Education Accessible to Young Workers and Peasants: The Soviet Historical Experience.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Literacy, Adult Education and Rural Development. Report No.—ED-82/WS/26

Pub Date—26 Mar 82

Note—45p.

Pub Type—Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Access to Education, Admission Criteria, College Admission, *Educational History, Educational Philosophy, Equal Education, External Degree Programs, Free Education, *Higher Education, Labor Education, Lower Class, Open Enrollment, Residential Colleges, Residential Programs, Rural Education, *Rural Youth, *Working Class

Identifiers—*USSR

This report details the history of making higher education available to young workers and peasants in the USSR since the October Revolution of 1917. The paper is organized into six sections. The first section introduces the paper and outlines the educational system in the Soviet Union, especially the types of higher educational institutions. The second section explains how illiteracy was eradicated in the USSR during the 1920s and 1930s—a necessary prelude to making higher education accessible to young workers and peasants. In the third and fourth sections, the history of preparing young workers and peasants specifically for higher education is narrated, with emphasis on factory schools, houses for the communist education of youth, and the "workers' faculties," which were created and flourished during the 1920s to 1940s. The final two sections of the report explain what has been done from the end of World War II to the present to help poor youth gain access to higher education, such as providing access to preparatory departments of higher schools and other forms of preparation and selecting school leavers for admission to higher schools (universities). (KC)

ED 240 228 CE 036 037

Job Service Referral and Placement Follow-Up Demonstration Project. Phase I-Feasibility Study and Design. Final Report. Executive Summary.

Macro Systems, Inc., Silver Spring, Md.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Policy, Evaluation and Research.

Pub Date—14 Mar 80

Note—45p; Charts contain small print.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Demonstration Programs, Employment Level, Employment Patterns, *Employment Services, Feedback, *Followup Studies, *Job Placement, *Program Design, *Tenure, Vocational Followup, *Wages

This executive summary presents the major con-

clusions of the initial feasibility and design phase of a two-phase study to determine the outcome of referrals and placements and the actual wage and job duration of selected employment service placements. The first chapter details the study scope and activities and describes the study design for each of the two phases. An exhibit summarizes the major findings of the phase I analysis, presents a discussion of the impact of the findings on local office operations, and specifies the design features incorporated into the proposed demonstration projects. Chapters 2 and 3 present the methodologies to be demonstrated on a pilot-test basis at one local office for referral/verification follow-up and one local office for placement follow-up. Chapter 2 describes the objectives and scope of the proposed referral/verification demonstration program and the underlying operation concepts, presents procedural and organizational highlights, and identifies evaluation criteria that will be used to measure its effectiveness. Chapter 3 describes the placement follow-up demonstration, including its objectives and benefits, operational highlights, methodological considerations, and criteria to be used in evaluating its performance. Benefits from the analyses of both demonstrations are listed in the fourth chapter on analysis activities. (YLB)

ED 240 229

Gillen, Marie

A Unique Learning Experience: Practical Workshops in Educational Leadership.

Pub Date—Nov 82

Note—23p; Paper presented at the National Adult Education Conference (San Antonio, TX, November 1982).

Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, *Administrators, *Boards of Education, Inservice Education, *Leadership Training, Learning Experience, Management Development, Participant Satisfaction, Postsecondary Education, *Program Attitudes, Program Content, Program Design, Program Effectiveness, Program Implementation, *Workshops

Identifiers—*Atlantic Institute of Education NS

Since 1976, the Atlantic Institute of Education in Nova Scotia has conducted a series of workshops to help school administrators and school board members to develop their practical leadership skills. The services provided by the workshop program include needs assessment, inservice workshops, information services, dissemination of materials, and identification of resources. Unique features of the program include the following: (1) the program is practical and targets leadership skills through a variety of subjects, such as declining enrollments and human

2 Document Resumes

relations; (2) it is the only program aimed at the combination of school administrators and school board members; (3) the program relies on local educators for volunteer support and leadership; (4) the workshops are conducted in residential settings (hotels) with amenities to make the stay pleasant; (5) the workshops are advertised almost solely by word-of-mouth through satisfied participants and free advertising in their informational bulletins; and (6) the coordinator of the program is an adult educator, rather than a person degreed in educational administration. A random survey of more than 450 school administrators and school board members who have attended the workshops showed that the participants were enthusiastic about their experiences. Their responses showed that the workshops promote learning by establishing a productive environment, by giving participants opportunities to shape the direction and content of the program, by designing workshop content so that it relates to the real-life experience of the participants, by enabling participants to be actively involved in working with the ideas presented during the workshop, and by integrating evaluation procedures into the entire program. The results of the survey will be used in planning future workshops. (KC)

ED 240 230 CE 037 143

Sanders, William

Literacy Crusades and Revolutionary Government: The Cases of Cuba, 1961, and Nicaragua, 1960.

Pub Date—31 Mar 83

Note—48p.; Not available in paper copy due to light and broken type.

Pub Type—Opinion Papers (120)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, *Adult Literacy, Developing Nations, Educational Philosophy, *Literacy Education, *Outcomes of Education, Political Socialization, Program Development, *Program Effectiveness, Program Implementation, Volunteers

Identifiers—*Cuba, Literacy Campaigns, *Nicaragua

After the Castro revolution of 1959, the new Cuban revolutionary government began a massive literacy campaign that taught 700,000 persons to read in about a year. Twenty years later, Nicaragua, facing an even more serious literacy problem, conducted a similar literacy campaign. In approximately six months, Nicaragua had reduced illiteracy by 37 percent. What accounts for the phenomenal success of these two countries in producing such massive reductions in illiteracy? Several features that the two campaigns had in common can help to explain their success. First of all, the literacy campaigns were a continuation of the revolutionary mentality, substituting a war of governmental control for a war on illiteracy. The new patriots were able to channel their revolutionary fervor to a new cause and help to solidify their political gains at the same time. Second, the subject matter of the literacy campaign was political; new government leaders needed the support of the people, so they used the teaching of reading as a tool for the teaching of their political philosophy. Third, both campaigns relied on the commitment of enthusiastic volunteers in a common cause, especially hundreds of thousands of high school-aged youth. Finally, the literacy campaigns succeeded because of the tremendous dedication with which they were mounted and carried out, again a product of the revolutionary zeal, and because of their political bias that served as a unifying force for learners and teachers. (The literacy campaigns of each country are described in detail in this paper.) (KC)

ED 240 231 CE 037 151

Sobeih, Nabil Ahmed Amer

University Studies in Adult Education in the Arab Countries (A Comparative Study).

Pub Date—Mar 81

Note—46p.; Presented at the Conference of the Comparative and International Education Society (Tallahassee, FL, March 18-21, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Adult Education, Adult Educators, *Adult Literacy, *Adult Programs, Continuing Education, Economic Development, *Educational History, *Educational Improvement, *Educational Needs, Educational Philosophy, Educational Planning, Educational Trends, Ex-

tension Education, Futures (of Society), Higher Education, Literacy Education

Identifiers—*Arab States, Egypt, Sudan

That adult education is an important aspect of a country's development is an idea that is often overlooked by the institutions of higher education in the Arab countries. Although a need for adult continuing education and adult literacy training exists, these needs are often ignored or frowned upon by Arab universities, which have traditionally conducted education for its own sake along with some research. Further research in the field of adult education and more understanding of how adults learn is needed in order to professionalize the adult education efforts of the universities in the Arab region. However, some efforts in adult education have been made. For example, the Egyptian University of Al Azhar has traditionally met adult education needs by carrying extension programs of religious education to the people, and other Egyptian universities have begun pioneering programs in public service that focus on liberal evening studies in languages and vocational subjects for adults. In the Sudan, provisions are made for courses in adult education and literacy within the framework of the University of Khartoum, which operates a graduate school of adult education studies and a division of studies in various fields for university or secondary graduates. For the future, Arab universities should emulate the programs of adult education in place at universities in other countries, particularly in the United Kingdom, the United States, Canada, and other advanced countries. (KC)

ED 240 232 CE 037 307

David, Henry, Ed. And Others

Vocational Education Research in the 1980s. Proceedings of a National Conference.

American Vocational Education Research Association, Washington, D. C.; Coordinating Committee on Research in Vocational Education (ED), Washington, D. C.

Pub Date—83

Note—163p.; Papers presented at the Colloquium on Vocational Education Research in the 1980s (Washington, DC, July 29-30, 1982).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Change Strategies, Curriculum Development, *Educational Research, Financial Support, Futures (of Society), Guidelines, National Programs, Program Improvement, Research and Development, *Research Design, *Research Methodology, *Research Needs, Research Problems, School Districts, State Programs, *Vocational Education

These proceedings consist of the papers presented at a conference on vocational education research in the 1980s. The first group of papers deals with various approaches to, and priorities for, vocational education research in the 1980s. Discussed in the next group of papers are national perspectives on research programming. Following this group are nine papers devoted to state and local perspectives on research programming; topics addressed include the following: vocational education program improvement; a research development agenda for the 1980s that would cover productivity, economic advancement, and human resource development; programming recommendations regarding curriculum; and the perspectives of a superintendent of schools on vocational research and development. Presented in the fourth group of papers are the views of five individual researchers pertaining to directions and approaches for vocational education research to take in the 1980s. Appendixes to the proceedings include a colloquium agenda and a list of colloquium participants. (MN)

ED 240 233 CE 037 815

Russell, Russ, Ed. Parkes, David, Ed.

Measures to Deal with Youth Unemployment in the Federal Republic of Germany. The Report of a Visiting Party. Studies in Vocational Education and Training in the Federal Republic of Germany. Number One Revised.

Further Education Staff Coll., Blagdon (England). Report No.—ISBN-0-907659-19-5

Pub Date—83

Note—63p.; For related documents, see CE 037 816-823.

Available from—Publications, Further Education Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RG England.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Case Studies, Curriculum, Differences, Dropouts, Educational Needs, Educational Objectives, Educational Policy, *Educational Practices, Educational Trends, *Education Work Relationship, Employment, *Employment Potential, Federal Legislation, Individual Needs, Job Placement, *Job Training, Needs Assessment, Postsecondary Education, Public Policy, Secondary Education, Student Evaluation, Student Needs, *Unemployment, Vocational Adjustment, *Youth Employment

Identifiers—United Kingdom, *West Germany

A party of vocational educators from the United Kingdom (UK) traveled to the Federal Republic of Germany (FRG) to observe the nature and scope of measures to deal with youth unemployment in that country. During their study, the observers focused their attention on the problems of the transition from school to working life, the context of the problem of youth unemployment in the FRG, curriculum and institutional interfaces, special educational needs, and structural differences between the systems of education and training in the UK and FRG. Based on their observations, the investigators developed a series of short- and long-term recommendations pertaining to the development and implementation of measures to deal with youth unemployment in the UK. Included among these were calls for the accelerated development of effective vocational preparation for young people in schools during the first year of working life, for supplying grant aid to young people following vocational preparation post-school courses, for legislation requiring employers to release employees under 21 for training and related education on an appropriate part-time basis without the loss of earnings, and for the supervision of national education and training agencies by one national ministry. (Appendices to this report include discussions of the dual system for vocational education and apprenticeship training in the FRG as well as Arbeitslehre and Berufsberatung.) (MN)

ED 240 234 CE 037 816

Clarke, Dominic, Ed. Russell, Russ, Ed.

Vocational Counselling and Guidance in the Federal Republic of Germany. The Report of a Visiting Party. Studies in Vocational Education and Training in the Federal Republic of Germany. Number Two Revised.

Further Education Staff Coll., Blagdon (England). Report No.—ISBN-0-907659-23-3

Pub Date—83

Note—61p.; For related documents, see CE 037 815-823.

Available from—Publications, Further Education Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RG England.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Career Counseling, Change Strategies, Comparative Analysis, Coordination, Counseling Objectives, *Counseling Services, *Counseling Techniques, Counselor Role, Differences, Educational Cooperation, *Educational Counseling, Educational Legislation, Educational Needs, Educational Objectives, Educational Policy, *Education Work Relationship, Federal Legislation, Job Placement, Needs Assessment, Program Design, Program Effectiveness, Program Implementation, School Business Relationship, School Role, Secondary Education, Student Placement, *Vocational Adjustment, Work Environment

Identifiers—Special Needs Students, United Kingdom, *West Germany

A party of vocational educators from the United Kingdom (UK) traveled to the Federal Republic of Germany (FRG) to observe the nature and scope of vocational counseling and guidance in that country. During their study, the observers focused their attention on the problems of the transition from school to working life; arbeitslehre, or education about work that typically takes place at the secondary level; vocational orientation, counseling, and placement; special needs; and questions about national and cultural differences between the UK and FRG. The observers found that vocational counseling and guidance services in the FRG are quite effective. They attributed this effectiveness to various factors, including the clear political commitment at all levels to the coordination and provision of education and training, the close coordination of employ-

ees and educators, and the threat of a training levy to enforce clearly agreed objectives. Based on these observations, the investigators made recommendations calling for the establishment of a national body to bring together employers, unions, educational administrators, and teachers to establish training aims and objectives as well as proposals for their implementation. (Appendixes to this report include discussions of the educational system in the FRG and cooperation among schools and vocational guidance services there.) (MN)

ED 240 235 CE 037 817

Russell, Russ, Ed. Neale, Michael, Ed.

Experiments with the First Year of Apprenticeships in the Federal Republic of Germany. The Report of a Visiting Party. Studies in Vocational Education and Training in the Federal Republic of Germany. Number Three Revised.

Further Education Staff Coll., Blagdon (England). Report No.—ISBN-0-907659-24-1

Pub Date—83

Note—67p.; For related documents, see CE 037 815-823.

Available from—Publications, Further Education Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RG England.

Pub Type—Information Analyses (070)—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Access to Education, Adolescents, *Apprenticeships, Change Strategies, Comparative Analysis, Cooperative Programs, Curriculum, Curriculum Development, Demography, Differences, Educational Change, Educational Cooperation, *Educational Innovation, Educational Needs, *Educational Objectives, Educational Policy, *Educational Practices, Employment Patterns, Needs Assessment, *On the Job Training, Postsecondary Education, Program Content, Program Development, Program Implementation, School Business Relationship, Teacher Role, Teaching Methods, *Vocational Education

Identifiers—United Kingdom, *West Germany

A party of vocational educators from the United Kingdom (UK) traveled to the Federal Republic of Germany (FRG) to observe current experiments with the first year of apprenticeship training or, as it is called in Germany, the Berufsbildungsjahr (BGJ). During its study, the visiting party focused its attention on the objectives, design, curriculum, and principal teaching methods used in the BGJ. The observers found that the BGJ, which has been designed as an alternative to the first year of traditional apprenticeship in the dual system for education and apprenticeship and which provides training in 13 basic vocational areas, provides a greater educational opportunity for school leavers in the 16-19 age range than do any currently available programs in the UK. Furthermore, the BGJ enjoys the strong support of employers, unions, the educational community, parents, and students in the FRG. Based on their observations, the investigators developed a series of recommendations calling for the development and implementation of a similar program in the UK. (Appendixes to this report include a discussion of the dual system and more detailed suggestions for the implementation in the UK of the visiting party's proposals.) (MN)

ED 240 236 CE 037 818

Flower, Fred, Ed. Russell, Russ, Ed.

The Industrial Tutor in the Federal Republic of Germany. The Report of a Visiting Party. Studies in Vocational Education and Training in the Federal Republic of Germany. Number Four.

Further Education Staff Coll., Blagdon (England). Report No.—ISBN-0-907659-08-X

Pub Date—82

Note—66p.; For related documents, see CE 037 815-823.

Available from—Publications, Further Education Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RG England.

Pub Type—Information Analyses (070)—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Apprenticeships, Change Strategies, Comparative Analysis, Cooperative Programs, Differences, Disadvantaged, Educational Cooperation, Educational Legislation, Educational Needs, Educational Objectives, Educational Policy, *Educational Practices, Federal Legislation, *Industrial Training, *Job Training, Needs Assessment, *On the Job Training, Program Content, Program Implementation, *School Business

Relationship, Teacher Qualifications, Teacher Role, *Trainers, Tutors, Unemployment, Vocational Education

Identifiers—United Kingdom, *West Germany

A party of vocational educators from the United Kingdom (UK) traveled to the Federal Republic of Germany (FRG) to observe the role of industrial tutors in providing technical training to German workers. During their study, the investigators focused their attention on the role of the master in the vocational education and training system in locations such as firms' training centers, special centers for unemployed and disadvantaged persons, and in the Berufsschule (vocational schools). The investigators found that in the FRG the relationship between education and industry is much more tightly defined in law and practice than in the UK. After examining the historical development and current role of the master, master training, the responsibilities of the master, and British requirements for the training of industrial tutors, the researchers made a series of recommendations pertaining to industrial training in the UK. These included calls for legislation requiring that all firms and organizations providing industrial training apply for approval as training agencies and for national standards for trainers. (Appendixes to this report include a discussion of the dual system for vocational education and apprenticeship training in the FRG along with extracts from regulations pertaining to the training and examination of industrial trainers and masters.) (MN)

ED 240 237 CE 037 819

Harris, Christopher, Ed. And Others

Basic Full-Time Training in Business Studies and Languages. The Report of a Visiting Party. Studies in Vocational Education and Training in the Federal Republic of Germany. Number Five.

Further Education Staff Coll., Blagdon (England). Report No.—ISBN-0-907659-07-1

Pub Date—82

Note—42p.; For related documents, see CE 037 815-823.

Available from—Publications, Further Education Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RG England.

Pub Type—Information Analyses (070)—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Apprenticeships, *Business Education, *Business English, Comparative Analysis, Cooperative Programs, Course Content, Curriculum, *Dropout Programs, Educational Cooperation, Educational Legislation, Educational Needs, *Educational Objectives, Educational Policy, *Educational Practices, Educational Trends, Federal Legislation, Futures (of Society), Job Training, Needs Assessment, Postsecondary Education, Program Content, Program Effectiveness, Program Implementation, Relevance (Education), School Business Relationship, *Second Languages, Student Evaluation, Teacher Education, Teacher Role, Teaching Methods

Identifiers—United Kingdom, *West Germany

A party of vocational educators from the United Kingdom (UK) traveled to the Federal Republic of Germany (FRG) to observe one- and two-year full-time courses in office skills that are designed for recent school leavers who did not participate in the country's dual system of vocational education and apprenticeship training. The focus of their observations was on the Berufsbildungsjahr and Berufsfachschule; the training and role of teachers and instructors in the vocational education system; language learning, especially business English; theory and practice in terms of general provision of language training in the vocational field; and course content, methods, and examinations. On the whole, the FRG system was seen as highly structured and fairly inflexible, largely because the educational half and the apprenticeship half of the dual system exist under different legislation. The UK observers felt that the narrowly defined and separate apprenticeships did not match the times in terms of economic, industrial, and occupational change. Despite its problems, it is commendable that the vocational education system in the FRG is still prepared to absorb all young people in significant education and training following compulsory schooling. (Appended to this report is a discussion of the dual system for vocational education and apprenticeship training in the FRG.) (MN)

ED 240 238

Johnson, Hugh

CE 037 820

Education and Training of Young Handicapped Adults in the Federal Republic of Germany. The Report of a Study Visit. Studies in Vocational Education and Training in the Federal Republic of Germany. Number Six.

Further Education Staff Coll., Blagdon (England). Report No.—ISBN-0-907659-11-X

Pub Date—82

Note—38p.; For related documents, see CE 037 815-823. Extra material supplied by Russ Russell. Available from—Publications, Further Education Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RG England.

Pub Type—Information Analyses (070)—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, *Career Counseling, Comparative Analysis, Course Content, Curriculum, *Disabilities, *Disadvantaged, Educational Needs, Educational Objectives, Educational Planning, Educational Practices, Educational Trends, Employment Opportunities, Employment Patterns, Futures (of Society), Glossaries, Job Training, Postsecondary Education, Program Content, Program Development, Program Effectiveness, Program Implementation, Public Policy, *Rehabilitation Counseling, Secondary Education, *Vocational Education, *Vocational Rehabilitation

Identifiers—Special Needs Students, United Kingdom, *West Germany

A vocational education administrator from the United Kingdom (UK) traveled to the Federal Republic of Germany (FRG) to observe the education and training of young handicapped adults at 14 sites throughout the country. The focus of his investigation was on vocational counseling and vocational education and training for handicapped and disadvantaged individuals. Based on his site visits, the administrator concluded that the West German dual system of compulsory education for all individuals under the age of 18 is of benefit to both the mentally and physically handicapped youth. In the FRG, career counselors are much more involved in the educational and training process than are local school officials. The education and training of handicapped individuals in the FRG is supported by many more charitable organizations than in the UK, and in return, the federal government gives much greater financial backing to their schemes. In general, provisions for handicapped and disadvantaged individuals in the FRG are greater than those currently offered in the UK. (Appended to this report is a discussion of education in the FRG.) (MN)

ED 240 239 CE 037 821

Russell, Russ, Ed.

Learning about the World of Work in the Federal Republic of Germany. A Collection of Papers. Studies in Vocational Education and Training in the Federal Republic of Germany. Number Seven.

Further Education Staff Coll., Blagdon (England). Report No.—ISBN-0-907659-13-6

Pub Date—82

Note—66p.; For related documents, see CE 037 815-823.

Available from—Publications, Further Education Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RG England.

Pub Type—Information Analyses (070)—Reports - Descriptive (141)—Collected Works - General (020)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Career Education, Case Studies, Course Content, Curriculum, Educational Needs, *Educational Objectives, Educational Philosophy, Educational Policy, *Educational Practices, Educational Trends, Futures (of Society), Glossaries, Job Training, Models, Needs Assessment, Pilot Projects, Program Content, Program Development, Program Effectiveness, Program Implementation, Secondary Education, *Vocational Adjustment, *Vocational Education, *Work Environment

Identifiers—*West Germany

This collection of papers, consisting of six reports, is the result of a research project during which vocational educators from the United Kingdom traveled to the Federal Republic of Germany to examine the ways in which secondary school students in that country learn about the world of work. Included in the volume are the following reports: "The Secondary School System of the Federal Republic," by Russ Russell; "Arbeitslehre in the Federal Republic of Germany," by J. Woppel; "Concept and Experi-

mental Models for the Teaching of Arbeitslehre in the Rheinland-Pfalz," by Paul Pardall; "Multi-Subject Teaching Unit: Vocational Orientation," by Staatliches Schulamt, Stuttgart; "Arbeitslehre in Baden-Württemberg und Berlin," by John Perry; and "The New School Subject," by Stephen Castles and Wiebke Wustenberg. A glossary concludes the volume. (MN)

ED 240 240 CE 037 822

Ripper, Chris, Ed. Russell, Russ, Ed.

Vocational Education and Training for the Hotel and Catering Industry in the Federal Republic of Germany. Report of a Visiting Party. Studies in Vocational Education and Training in the Federal Republic of Germany, Number Eight.

Further Education Staff Coll., Blandon (England). Report No.—ISBN-0-907659-15-2

Pub Date—83

Note—64p.; For related documents, see CE 037 815-823.

Available from—Publications, Further Education Staff College, Coombe Lodge, Blandon, Bristol BS18 6RG England.

Pub Type—Information Analyses (070)—Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Admission Criteria, Apprenticeships, Career Development, Comparative Analysis, Cooperative Programs, Course Content, Curriculum, Differences, Educational Cooperation, Educational Objectives, *Educational Practices, Employment Qualifications, Food Service, Glossaries, Graduation Requirements, *Hospitality Occupations, *Hotels, Job Skills, *Job Training, Postsecondary Education, School Business Relationship, Secondary Education, Service Occupations, Standards, Student Evaluation, Teacher Qualifications, *Vocational Education, Vocational Evaluation

Identifiers—*Caterers, United Kingdom, *West Germany

A party of vocational educators from the United Kingdom (UK) traveled to the Federal Republic of Germany (FRG) to examine West German vocational education and training for the hotel and catering industry. During the study, the investigators examined the training with respect to regulations, the content of training, and the structure of the assessment system. After noting the widespread willingness of West German employers to participate in their country's dual system for vocational education and apprenticeship training, the British observers called for the development of long-term strategies to link the school and business communities in the UK. They also felt that, like the FRG, the UK should take steps to ensure that all full-time technical education program students have a good background in practical skills and that all students under the age of 18 be given day-release for further education. (Appendixes to this report include a description of the dual system, training regulations for cooks, extracts from the training regulations for meisters, and a glossary.) (MN)

ED 240 241 CE 037 823

Levinson, Malcolm, Ed. And Others

Education and Training for the Hairdressing Industry in the Federal Republic of Germany. The Report of a Visiting Party. Studies in Vocational Education and Training in the Federal Republic of Germany, Number Nine.

Further Education Staff Coll., Blandon (England). Report No.—ISBN-0-907659-16-0

Pub Date—83

Note—61p.; For related documents, see CE 037 815-822.

Available from—Publications, Further Education Staff College, Coombe Lodge, Blandon, Bristol BS18 6RG England.

Pub Type—Information Analyses (070)—Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Admission Criteria, Apprenticeships, Career Development, Comparative Analysis, *Cosmetology, Course Content, Curriculum, Differences, Educational Objectives, *Educational Practices, Employment Qualifications, Glossaries, Graduation Requirements, Job Skills, *Job Training, Postsecondary Education, Secondary Education, *Service Occupations, Teacher Qualifications, *Vocational Education, Vocational Evaluation

Identifiers—United Kingdom, *West Germany
A party of vocational educators from the United Kingdom (UK) traveled to the Federal Republic of

Germany (FRG) to examine West German education and training for the hairdressing industry. During their study, the British educators examined the training with respect to entry into further education, industry, and school; vocational preparation; course content for apprenticeship; basic craft and examinations; career development; and teaching and training qualifications. In addition to reporting on the West German educational system, the investigators made a number of comparisons between the vocational training systems in the UK and FRG. Based on these observations, recommendations were made calling for student hairdressers to spend a proportion of their training time in the salon as well as in college. It was further recommended that all of those persons responsible for training hairdressers have a minimum teacher training qualification regardless of where they teach and that a master level or its equivalent be accepted as a statutory requirement for opening a business and training apprentices. (Appendixes to this report include a description of the dual system for vocational education and apprenticeship training in the FRG as well as a discussion of beauty therapy in the country.) (MN)

ED 240 242 CE 037 824

The Netherlands, 16-19 Education, Comparative Papers in Further Education, Number One.

Further Education Staff Coll., Blandon (England). Report No.—ISBN-0-9502574-5-1

Pub Date—79

Note—57p.; For related documents, see CE 037 825-827 and CE 037 829-832.

Available from—Publications, Further Education Staff College, Coombe Lodge, Blandon, Bristol BS18 6RG England.

Pub Type—Collected Works—General (020)—Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Adolescents, Apprenticeships, Cooperative Education, Disadvantaged Youth, Experimental Programs, Foreign Countries, *Job Placement, *Out of School Youth, Postsecondary Education, Secondary Education, *Student Employment, Unemployment, *Vocational Education, *Work Experience Programs, Young Adults, Youth Employment

Identifiers—*Netherlands, *Participation Education

This collection of eight papers reflects Dutch experiences on topics of common interest and concern in the education of less able 16 to 19 year olds throughout the European economic community. "An Outline of the Dutch System of Education" (Philippa Andrews and Colin Turner) provides a basic background to Dutch education, concentrating particularly on the further and technical systems. "Introduction and Background to Participation Education" (C. Turner) discusses how to maximize participation by early school leavers in vocational programs. "The Institutional Network of Participation Education" (Russ Russell) describes the interrelationships between the various sectors. The next two papers by C. Turner and R. Russell, respectively, describe two participatory educational institutions. "The Operation of Partial Compulsory Education in the Netherlands" (Arie Mens) reports some of the experiences resulting from raising the educational requirements. "Industrial Training and Apprenticeship in the Netherlands" (C. Turner) supplements the first paper to provide a briefing to Dutch educators. "Vocational Preparation in Holland," an edited version of an article printed in EDUCA, October 1978, raises the problem of trying to achieve a qualified apprenticeship in a shorter period of time. Appendixes include basic statistics on the Netherlands, addresses of organizations, and a bibliography. (YLB)

ED 240 243 CE 037 825

Finlayson, Jean, Ed. And Others

The Anglo-German Report on Curriculum Development for Vocational Education, Comparative Papers in Further Education, Number Two.

Further Education Staff Coll., Blandon (England). Report No.—ISBN-0-907659-25-X

Pub Date—83

Note—97p.; For related documents, see CE 037 824-827 and CE 037 829-832.

Available from—Publications, Further Education Staff College, Coombe Lodge, Blandon, Bristol BS18 6RG England.

Pub Type—Reports—Descriptive (141)—Collected Works—General (020)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—*Business Education, Comparative Analysis, Conference Proceedings, Curriculum, *Curriculum Development, *Foreign Countries, Postsecondary Education, Secondary Education, Technical Education, *Vocational Education
Identifiers—England, Wales, *West Germany

Materials are presented from a seminar that brought together practicing German and British educationalists to compare the differing curriculum decisions and implementation processes in England and Wales with those in the Federal Republic of Germany. A foreword provides the objectives, methods, and funding bodies. Section 2 is a comparative introduction to the text that makes recommendations for further study. Detailed comments on the formal structure of technical and vocational education in the Federal Republic of Germany are offered. Specific topics are the upper secondary vocational school system, vocational training at upper secondary level outside schools, and curriculum processes. Section 4 is a glossary of terms used in the three specialists reports. The next three sections contain the reports of the technician education, business education, and vocational education groups. Each report describes the structure of the educational system in the two countries as determined from visits and the curriculum and/or curriculum development. Section 8 presents the conclusions and suggestions for further study from each of the three groups. The final section includes the seminar timetable with a list of institutions studied during the seminar and a list of membership in the seminar. (YLB)

ED 240 244 CE 037 826

Parkes, David

Craft Apprenticeship in Europe, Comparative Papers in Further Education, Number Five.

Further Education Staff Coll., Blandon (England). Report No.—ISBN-0-9502574-9-4

Pub Date—79

Note—53p.; For related documents, see CE 037 824-827 and CE 037 829-832.

Available from—Publications, Further Education Staff College, Coombe Lodge, Blandon, Bristol BS18 6RG England.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Apprenticeships, *Building Trades, Comparative Analysis, *Craft Workers, *Foreign Countries, Handicrafts, Legislation, Postsecondary Education, Secondary Education, Trade and Industrial Education, *Vocational Education
Identifiers—Denmark, *Europe, France, Ireland, Netherlands, United Kingdom, West Germany

This comparative study on craft apprenticeship in Europe is divided into four parts. An introductory section analyzes developments and trends in apprenticeship training in Europe. The second section is a view of vocational training derived from interviews with European commission officials. Some common issues in apprenticeship training in Denmark, Eire, France, Netherlands, United Kingdom, and West Germany are then examined. They include definitions of apprenticeship; legislation; participating bodies; component parts of the apprenticeship program; education, training, and work experience; starting age and duration of apprenticeship; formal qualifications and examinations; guidance and supervisory services; reform and development; take-up rates; and examples of ranges of trades involved. Appendixes provide background material on the European community, including the structure of the European economic community, vocational education and training, and general educational policy. They also provide a summary of general principles for vocational training agreed upon by the Council of Ministers in 1963. (YLB)

ED 240 245 CE 037 827

Morgan, Don

Vocational Objectives within the US Educational System, Comparative Papers in Further Education, Number Six.

Further Education Staff Coll., Blandon (England). Report No.—ISBN-0-907659-00-4

Pub Date—80

Note—32p.; For related documents, see CE 037 824-826 and CE 037 829-832.

Available from—Publications, Further Education Staff College, Coombe Lodge, Blandon, Bristol BS18 6RG England.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, *Educational History, *Educational Objectives, *Education

Work Relationship, Foundations of Education, Postsecondary Education, Secondary Education, *Vocational Education

Identifiers—United Kingdom, *United States
Beginning with a comparison of American and Western European experiences, an introductory paper by David Parkes comments on Don Morgan's account of the social, economic, and moral context in which American education has developed. This comparative paper includes discussions on these issues: the value of relating American to Western European educational experiences, educational common problems and solutions in Europe, and particular educational difficulties in the United Kingdom. The title paper examines the purposes and functions (actual and supposed) of the major sectors of education in the United States. Concerned primarily with the relationship between education and work, the theory of some economists that education in the United States fulfills the interests of the elite is reviewed. It traces the rise of the major institutional forms of education and gives reasons for their emergence. These reasons are presented in the broad context of basic social institutions. Two recommendations are made: wholly new forms of educational institutions need to be invented and direct experience in technical, industrial, agricultural, or social service occupations should be a requirement for admission into postsecondary education. (YLB)

ED 240 246

CE 037 829

Marsh, Derek

Vocational Education and Training in the Republic of Ireland. Comparative Papers in Further Education. Number Eight.

Further Education Staff Coll., Blagdon (England). Report No.—ISBN-0-907659-02-0

Pub Date—81

Note—56p.; For related documents, see CE 037 824-827 and CE 037 830-832.

Available from—Publications, Further Education Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RG England.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Apprenticeships, *Economic Development, Foreign Countries, Higher Education, *Job Training, Postsecondary Education, Secondary Education, Unemployment, *Vocational Education, Youth Employment

Identifiers—*Ireland

The current educational and training system in the Republic of Ireland is based on the classic economic model of educational planning. The Department of Education administers primary, secondary, and vocational education. Universities are controlled by the Higher Education Authority. The three levels of education are primary schools; secondary and vocational schools; and regional technical colleges, the National Institutes of Higher Education, and universities. Training is the responsibility of the Industrial Training Authority and the Council for Education, Recruitment, and Training. Ireland has aggressively used education for economic ends. Unemployment problems are linked to shortages of labor requiring third-level qualifications and apprenticeships, youth unemployment, and attitudes against industrial employment. Issues confronting Irish education include external funding sources, the population growth, poor attitudes toward technical education, academic escalation, the religious influence, centralization versus decentralization, and staff development. Included in the document are descriptions of the work of the City of Dublin Vocational Education Committee; middle, third-level vocational education and training at Galway Regional Technical College; and academic third-level vocational education at the National Institute for Higher Education (NIHEL), Limerick. Appendixes include information on NIHEL courses, programs, and the module credit system. (YLB)

ED 240 247

CE 037 830

Turner, Colin Rawlings, Penny

Vocational Education and Training in Sweden. Comparative Papers in Further Education. Number Nine.

Further Education Staff Coll., Blagdon (England). Report No.—ISBN-0-907659-03-9

Pub Date—82

Note—50p.; For related documents, see CE 037 824-827 and CE 037 829-832.

Available from—Publications, Further Education Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RG England.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Developed Nations, *Educational Objectives, *Education Work Relationship, Elementary Secondary Education, Foreign Countries, Higher Education, Job Training, Postsecondary Education, Social Change, Social Values, Unemployment, *Vocational Education, *Work Experience Programs, Youth Employment

Identifiers—*Sweden

The context for education in Sweden is for a society in which citizens enjoy economic well-being and social provision. The educational system consists of a grundskola and an integrated upper school combining the gymnasium, vocational school, and the professional school preparing students for subuniversity qualifications. Nineteen higher education institutions are being created. Provision for adult education, which is free, takes many forms. A bill has been implemented that provides for vocational orientation and preparation for the world of work through work experience for all grade levels. Problems of vocational orientation include noninvolvement of teachers, little integration of the work experience into the classroom, insufficient work placements, and disagreements as to the main purpose of work experience. Local school boards are responsible for educating all young people under 18 and may run centers for unemployed youth. These characteristics distinguish the Swedish educational system: education as part of a coherent, planned social strategy to build the ideal society; equality of education for each citizen; emphasis on personal development; relationship with the labor market and economic structure of the country; and centralization. Future developments include decentralization of activities from the National Board of Education and changes in upper secondary education. (YLB)

ED 240 248

CE 037 831

Russell, Russ

Vocational Education and Training in the Federal Republic of Germany. Comparative Papers in Further Education. Number Ten.

Further Education Staff Coll., Blagdon (England). Report No.—ISBN-0-907659-04-7

Pub Date—83

Note—55p.; For related documents, see CE 037 824-827 and CE 037 829-832.

Available from—Publications, Further Education Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RG England.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Apprenticeships, Career Guidance, *Education Work Relationship, Elementary Secondary Education, Foreign Countries, Job Training, On the Job Training, Postsecondary Education, *Vocational Education

Identifiers—*West Germany

Since the states of the Federal Republic of Germany enjoy autonomy regarding all educational matters, coordination is ensured by various commissions and ministries. Compulsory full-time education from ages 6 to 15 is followed by compulsory part-time release until age 18. Education is divided into primary, lower secondary, upper secondary, and higher. The basic system of vocational education and training is the Dual System, under which a young person on a training contract or apprenticeship receives vocational training in the firm while attending a vocational school. The upper secondary system is divided into vocational schools and general education and "mixed-type" schools. Adult Education Institutes provide a wide variety of leisure, cultural, and vocational studies. (Brief overviews are offered on teachers, examinations, and curriculum coordination.) The country has responded with five sets of measures to solve the problems of the transition from school to working life: the curriculum component, learning about the world of work, vocational guidance, the vocational orientation year, a basic vocational training year, and apprenticeships. Problems of the 1980s include graduate unemployment and need for labor force flexibility. Appendixes include a typical plan of the states' educational systems, a glossary, and background information on the country. (YLB)

ED 240 249

CE 037 832

Vocational Education and Training in the German Democratic Republic. Comparative Papers in Further Education. Number Eleven.

Further Education Staff Coll., Blagdon (England).

Report No.—ISBN-0-907659-21-7

Pub Date—83

Note—51p.; For related documents, see CE 037 824-827 and CE 037 829-831.

Available from—Publications, Further Education Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RG England.

Pub Type—Reports - Descriptive (141) — Collected Works - General (020)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Apprenticeships, Career Guidance, Comparative Analysis, *Educational Administration, Elementary Secondary Education, Foreign Countries, Higher Education, Postsecondary Education, *Teacher Education, *Vocational Education, *Vocational Education Teachers

Identifiers—*East Germany, West Germany

These five papers describe the educational system of the German Democratic Republic (GDR). An introduction by Derek Marsh overviews the climate for and aims of education in the GDR. "A Brief Introduction to the GDR" (Jean Finlayson) summarizes the economic background, standard of living, role of women, politics, religion, sports and culture, health care, and education. "Educational System of the GDR" (D. Marsh, J. Finlayson) discusses management and administration, preschool education, 10-year general polytechnical secondary schools, polytechnical education, post-16 provisions, the vocational guidance system and its organization, and apprentice training. "The Training of Teachers in the GDR" (Patrick Rooke) presents an historical background, describes training for different teachers, and reviews training at pedagogic universities and inservice training. "The Administration of Higher Education in the GDR" (Keith Ebbutt) gives a descriptive account of the administration of higher education, both nationally and institutionally. An attempt is made to show how power is distributed within this system. "Two Ideologies: The Politics of Vocational Training" (D. Marsh) draws broad comparisons between education and training in the GDR and the Federal Republic of Germany. Considerations include the roles of the federal government and the states, chambers of industry and commerce, and trade unions. A diagram of the GDR educational and training systems and a glossary are appended. (YLB)

ED 240 250

CE 037 909

Colletta, Nat J.

Worker-Peasant Education in the People's Republic of China. Adult Education during the Post-Revolutionary Period. World Bank Staff Working Papers Number 527.

World Bank, Washington, D. C.

Report No.—ISBN-0-8213-0050-4

Pub Date—82

Note—99p.

Available from—World Bank Publications, P.O. Box 37525, Washington, DC 20013 (\$3.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 PC Not Available from EDRS.

Descriptors—*Adult Education, Adult Farmer Education, *Adult Programs, Adult Vocational Education, Economic Development, *Educational History, Foreign Countries, Literacy Education

Identifiers—*China, *Peasants
This paper reviews and analyzes adult educational activities in China from the late 1920s to the present. A brief historical overview and discussion of the Chinese definition and conceptualization of worker-peasant education is followed by an examination of worker-peasant educational organization, policies, and objectives. These major worker-peasant educational organizations are then described and analyzed: enterprises (worker education), the communes (peasant education), local government-sponsored adult education, mass organizations and adult education, and the mass media. These adult educational institutions and programs are described in terms of major clientele or target groups, program objectives, techniques for popularizing the program, general organization and administration, curriculum, instructional methods, teaching-learning materials, staffing, cost and financing, and monitoring and evaluating. The paper concludes with a discussion of general issues and lessons emerging from the Chinese experience in adult education, including use of group arrangements for promoting exchange of experience and technology, ability to mobilize unused and underutilized resources, and motivational techniques for promoting user participation. (Various materials relating to adult educational programs are appended.) (YLB)

ED 240 251 CE 037 910*Schiefelbein, Ernesto And Others***The Influence of School Resources in Chile. Their Effect on Educational Achievement and Occupational Attainment. World Bank Staff Working Papers Number 530.**World Bank, Washington, D. C.
Report No.—ISBN-0-8213-0145-4
Pub Date—Feb 83

Note—134p.

Available from—World Bank Publications, P.O.
Box 37525, Washington, DC 20013.Pub Type—Reports - Research (143) — Collected
Works - General (020)**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—*Academic Achievement, Career Education, Educational Attainment, *Educational Quality, *Educational Resources, Education Work Relationship, Elementary Secondary Education, *Employment Level, Entry Workers, Foreign Countries, Investment, Longitudinal Studies, Student Attitudes, Teacher Attitudes, *Textbooks, Use Studies

Identifiers—*Chile

The three papers which make up this report all deal with the potential impact on learning of investments in school resources: textbooks, school facilities, and teacher training. The first two papers use data from a longitudinal study of young people in Chile. The linkage between education and labor market entry is addressed in the first paper. These conclusions are drawn: educational variables are more powerful predictors of occupational attainment than family social status, and educational quality variables are much more powerful predictors of occupational attainment than educational attainment or achievement. The second paper examines factors that explain changes in academic achievement levels between the end of primary and the end of secondary school. It concludes that among the relatively small percentage of students who both completed secondary school and took the university entrance exam, changes in achievement levels are explained primarily by differences in the quality of the educational experience rather than in the differences in family background. Using data from a questionnaire observation study of actual teaching-learning behavior in Chilean classrooms, the third paper examines patterns of textbook use and concludes that teachers vary widely in attitudes toward and use of texts, that students have a much more positive perception of texts than do teachers, and that the main problems in textbook use are negative teacher attitudes and the inability of poorer children to buy them. (YLB)

ED 240 252 CE 037 911*Lee, Kye-Woo***Human Resources Planning in the Republic of Korea. Improving Technical Education and Vocational Training. World Bank Staff Working Papers Number 554.**World Bank, Washington, D. C.
Report No.—ISBN-0-8213-0144-6
Pub Date—Jan 83

Note—53p.

Available from—World Bank Publications, P.O.
Box 37525, Washington, DC 20013.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Coordination, *Educational Cooperation, *Educational Improvement, Foreign Countries, *Labor Force Development, *Labor Market, Labor Needs, Labor Supply, Postsecondary Education, Retraining, Secondary Education, Skilled Workers, *Vocational Education

Identifiers—*Linkage, *South Korea

During the 1980s the Korean economy will have to undergo far-reaching structural changes. The major problems faced by the Korean labor market continue to be an excessive demand for college graduates and an excessive supply of high school graduates. Their solution requires a renewed national commitment to human resource development with emphasis on technical education and vocational training. Two means of tackling these problems are the establishment of institutional linkages between formal education and vocational training and improvement of the vocational training system. Specific measures that should be taken are (1) revision and clarification of the educational and training goals of vocational junior colleges and high schools, (2) expansion of educational upgrading opportunities

for employed workers, (3) expansion of the employment of high school graduates through improvements of their quality, (4) improvement of the practical training facilities of vocational high schools, (5) review of the compulsory training and levy system, (6) establishment of an incentive system to motivate business to provide inplant worker training, (7) improvement in the personnel management of enterprises, (8) nationalization of public training institutions, and (9) establishment of an autonomous public agency for training and skill tests. (YLB)

ED 240 253 CE 037 912*Perraton, Hilary And Others***Basic Education and Agricultural Extension. Costs, Effects, and Alternatives. World Bank Staff Working Papers Number 564.**World Bank, Washington, D. C.
Report No.—ISBN-0-8213-0176-4
Pub Date—Apr 83

Note—297p.

Available from—World Bank Publications, P.O.
Box 37525, Washington, DC 20013.Pub Type—Collected Works - General (020) —
Information Analyses (070) — Reports - Research (143)**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—*Adult Basic Education, Adult Farmer Education, Agricultural Education, Case Studies, Comparative Analysis, Correspondence Study, Cost Effectiveness, *Developing Nations, Educational Radio, *Mass Media, *Program Effectiveness, Program Evaluation, Rural Education, *Rural Extension

Identifiers—*Africa

The five papers in this volume examine the methods, costs, and effects of traditional agricultural extension services and basic education and about the use of mass media for extension and education. The first paper, a literature review regarding the effectiveness of agricultural extension, reports that extension agents' studies of internal efficiency have been generally critical, while evaluators of external efficiency, mainly economists, show much more positive results. It is suggested that extension agents often have irrelevant evaluation criteria and economists generally overestimate the specific impact of extension services. The second paper reviews the literature on the comparative value of mass media and traditional approaches. Emphasis is on ways in which mass media have been used for agricultural extension and for basic education, ways in which mass media have been linked with group and individual study, and the costs of mass media as compared with alternatives. The remaining three papers discuss three different approaches to using mass media for rural education. These case studies focus on a government department, the Extension Aids Service of the Ministry of Agriculture of Malawi; a nongovernmental organization, INADES-Formation in West Africa; and a semigovernmental agency, the Lesotho Distance Teaching Centre. (YLB)

ED 240 254 CE 037 913*Paul, Samuel***Training for Public Administration and Management in Developing Countries. A Review. World Bank Staff Working Papers Number 584. Management and Development Series Number 11.**World Bank, Washington, D. C.
Report No.—ISBN-0-8213-0234-5
Pub Date—Jul 83

Note—132p.

Available from—World Bank Publications, P.O.
Box 37525, Washington, DC 20013.

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Education, *Developing Nations, Educational Policy, Foreign Countries, Government (Administrative Body), Higher Education, Labor Force Development, *Management Development, *Program Effectiveness, *Public Administration, *Public Administration Education, State of the Art Reviews
Public administration and management training (PAMT) in developing countries has expanded and diversified in the past three decades. Five preconditions have been identified as necessary to ensure the effectiveness of that training: training policies and management of institutions, the educational system, the stock of educated personnel, personnel policies and systems, and the administrative culture of gov-

ernments. Few less-developed countries (LDCs) have formally adopted training policies, especially related to public enterprises. The network of PAMT institutions can be divided into four main categories: government-owned and managed institutions, autonomous institutions, university-related institutions, and management institutes or schools. The first three types usually implement a classroom approach; newer types of management training institutes devote increasing attention to research and consultancy. Evaluative studies have shown that the impact and effectiveness of training in LDCs have not matched the institutional capacity. Poor management has had adverse effects on the content and quality of training. Some recent innovations in PAMT include shifts in conceptual approaches and changes in the targets and methods of training. In three areas (public personnel policies and systems, training policy, and utilization of existing training infrastructure) new policy initiatives and actions by LDC governments are needed. (YLB)

ED 240 255 CE 037 914*Clark, David H.***How Secondary School Graduates Perform in the Labor Market. A Study of Indonesia. World Bank Staff Working Papers Number 615.**World Bank, Washington, D. C.
Report No.—ISBN-0-8213-0260-4
Pub Date—Oct 83

Note—84p.

Available from—World Bank Publications, P.O.
Box 37525, Washington, DC 20013.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Education, Dropouts, Educational Research, *Education Work Relationship, *Employment Patterns, Followup Studies, Graduate Surveys, *High School Graduates, *Outcomes of Education, School Effectiveness, Secondary Education, *Unemployment, *Vocational Education, Vocational Followup, Youth Employment

Identifiers—*Indonesia

The issue of whether senior secondary education should be expanded in Indonesia was explored. The analysis was based largely on data from a nationwide tracer study that followed a cohort of primary, lower-secondary, and upper-secondary school leavers for two years after graduation in 1976. The schooling, training, and job experiences of this cohort were used to measure both the effectiveness of senior secondary education and the relative effectiveness of different types of schools. Analysis indicated that the seemingly high unemployment rate for senior secondary school graduates is not evidence of oversupply. Indonesian unemployment is mainly of persons in a long spell of unemployment, most of whom are young persons in transition from school to work. This was a lengthy process for young people wanting to continue their education, take courses, or remain home. Many did little to find a job when they wanted one and were willing to wait for reasonably well paid work. Virtually all senior secondary graduates who wanted work were eventually employed, at pay rates substantially higher than among those with less education. Senior secondary education was found to warrant expansion. Data indicated that the academic senior secondary schools are the best investment. (Data tables are appended.) (YLB)

ED 240 256 CE 037 915*Pascharopoulos, George And Others***Manpower Issues in Educational Investment. A Consideration of Planning Processes and Techniques. World Bank Staff Working Papers Number 624.**World Bank, Washington, D. C.
Report No.—ISBN-0-8213-0291-4
Pub Date—Nov 83

Note—116p.

Available from—World Bank Publications, P.O.
Box 37525, Washington, DC 20013.Pub Type—Collected Works - General (020) —
Opinion Papers (120)**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—*Developing Nations, *Educational Planning, Educational Policy, *Employment Projections, Foreign Countries, *Labor Force Development, Labor Market, Labor Needs

Identifiers—*Labor Force Analysis

The three papers in this document cover issues related to labor force analysis and educational in-

vestment in developing countries. They present an overview of the present situation, advocate the replacement of a dominant technique by a well-structured planning process, and suggest the wide range of analytic approaches available and necessary if labor force analysis is to be improved within this process. The introductory chapter discusses the economic approach to the analysis of education's contribution to social welfare objectives, summarizes governments' rationales to justify educational expansion, examines the debate concerning the appropriate technique to appraise educational projects from a labor force development perspective, and introduces the perspective the other two authors develop further. Chapter 2 argues that the effective management and planning of the labor force development sector is conditional on the existence of a centralized coordinating agency involved in a continuous planning process plus the increased use of cost-effectiveness analysis. The basic concern of chapter 3 is the formulation of more appropriate labor force planning activities, given a conception of labor market operation. Discussion follows of the labor market characteristics of high, middle, and low skill levels in the public and private sectors and of various types of analyses seen as most appropriate for increasing labor market efficiency. (YLB)

ED 240 257 CE 037 955
Lifelong Learning and Adult Education. Special Issue in Memory of CIHED Advisory Board Member J. Roby Kidd.

Northeastern Univ., Boston, Mass. Center for International Higher Education Documentation.

Pub Date—Apr 82

Note—45p.

Journal Cit—CIHED Newsletter; v5 n1-2 Apr 1982

Pub Type—Collected Works - Serials (022)

Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Education, Case Studies, *Continuing Education, *Educational Needs, *Educational Practices, *Educational Strategies, *Educational Television, *Educational Trends, Higher Education, Industrial Training, International Education, *Lifelong Learning, On the Job Training, Postsecondary Education, Professional Continuing Education

Identifiers—Australia, East Germany, Poland

This newsletter deals with lifelong learning and adult and continuing education. Included in the issue are the following articles: "The Learning Society," by Solveig M. Turner; "Adult Education at the Beginning of the 1980s," by J. Roby Kidd; "Lifelong Learning in an International Perspective: Selected Case Studies," by J. Roby Kidd; "Continuing Education in Australia," by Neville D. Crew and Kevin C. Smith; "On Continuing Education at the Universities and Other Institutions of Higher Education in the German Democratic Republic," by Willi Wolter; "Continuing Education for Engineers in Poland," by Janusz Tymowski; "Northeastern University and Lifelong Education," by John W. Jordan; "Continuing Education at Northeastern," by John H. Robbins; and "Live Instruction at the Workplace Via Television," by Mina B. Ghattas and Michael Theall. A brief bibliography of 10 journals and sources of documentation on lifelong and continuing education concludes the issue. (MN)

ED 240 258 CE 037 990
Agriculture Cooperative Training Group Instruction Handbook. Revised.

Texas A and M Univ., College Station. Vocational Instructional Services.

Pub Date—Sep 82

Note—478p.; For a related document, see CE 037 991.

Available from—Vocational Instructional Services, Texas A and M University, F. E. Box 182, College Station, TX 77843 (\$11.30).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agricultural Education, *Cooperative Education, *Discussion (Teaching Technique), Discussion Groups, Distributive Education, Employee Attitudes, Employer Attitudes, *Employment Potential, *Job Skills, Marketing, Secondary Education, Vocational Education, *Work Attitudes

Identifiers—Future Farmers of America, Texas

This handbook was developed to assist teachers of secondary agricultural cooperative training with related instructional periods and to assist students in

developing the civic and social aspects of their lives. The contents of the handbook are intended as a guide for teachers in leading group discussions with their class members, selecting appropriate discussion topics, choosing a suitable method of presenting the information, and increasing interest and active participation of class members. The first 16 pages in the handbook contain instructions on conducting group discussions and the presentation of information to students. Following this introduction, the handbook contains 85 topics of information that should be of value to students regardless of the occupation for which they are training. Each topic has a similar format that includes topic name, objective, references, student activities, teacher activities, questions and answers, and information sheets. Brief answers appear under each question in the handbook, and additional information is provided for each question in the information sheet. Some of the topics covered include the following: finding a job, preparing for interviews, holding a job, employee-employer relations, social skills, personal appearance, sources of credit and interest rates, Social Security, income tax returns, awards, Future Farmers of America, business records, merchandise planning, and safety on the job. (KC)

ED 240 259 CE 037 991
Agriculture Cooperative Training Student Workbook. [Revised].

Texas A and M Univ., College Station. Vocational Instructional Services.

Pub Date—[82]

Note—194p.; For a related document, see CE 037 990.

Available from—Vocational Instructional Services, Texas A and M University, F. E. Box 182, College Station, TX 77843 (\$4.50).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agricultural Education, *Career Choice, Career Education, *Cooperative Education, Education Work Relationship, Employee Attitudes, Employer Attitudes, *Employment Potential, Interpersonal Competence, Job Search Methods, *Job Skills, Mathematical Applications, Part Time Employment, Secondary Education, Taxes, Teaching Methods, Vocational Education, *Work Attitudes

Identifiers—Social Security, Texas

This work is designed to help cooperative agricultural students (especially in Texas) to gain a better understanding of some principles that are fundamental for successful entry into the world of work. The workbook provides information needed by students to help them narrow the possible career choices that are appropriate to the individual. Also, activities are suggested that will provide experiences to help students identify career choices. The activities in the book are correlated with selected topics from the Group Instruction Handbook. The 35 topics in this workbook are self-contained, each having an information sheet, activities, and questions. Illustrations are provided for some of the topics as well as blank information forms that are to be completed by the student. Some of the topics covered in this guide include the following: choosing a career, personal qualities for the world of work, occupational requirements, the agricultural world of work, finding a job, preparing for interviews, evaluating job applicants, holding a job, employee-employer relations, social skills, personal appearance, improving conversational and speaking abilities, sources of credit and interest rates, Social Security, income tax returns, and agricultural mathematics. (KC)

ED 240 260 CE 037 992
Blaschke, Nolan Page. Foy
Milk Processing Plant Employee. Agricultural Cooperative Training. Vocational Agriculture.

Texas A and M Univ., College Station. Vocational Instructional Services.

Pub Date—[83]

Note—408p.

Available from—Vocational Instructional Services, Texas A and M University, F. E. Box 182, College Station, TX 77843 (\$7.90).

Pub Type—Guides - Classroom - Learner (051) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administration, *Agricultural Education, Buildings, *Cooperative Education, Course Content, Curriculum, Dairy Farmers, Electricity,

Equipment Maintenance, *Job Skills, *Learning Activities, Maintenance, Nutrition, Occupational Information, Postsecondary Education, Quality Control, Refrigeration, Sanitary Facilities, Sanitation, Secondary Education, Test Items, Units of Study, *Vocational Education

Identifiers—*Milk, Texas
This course of study is designed for the vocational agricultural student enrolled in an agricultural cooperative part-time training program in the area of milk processing occupations. The course consists of 11 units, each with 4 to 13 individual topics that milk processing plant employees should know. Subjects covered by the units are the following: the milk processing industry, nutritional properties of milk, microbiology and sanitation, milk quality and control, milk processing, by-products and specialties, plant equipment maintenance, electrical power and refrigeration, plant management, and plant maintenance. Each of the units includes an assignment sheet (which contains an objective, references, questions, and activities), and information sheets. Following the 11 units, answers are provided for the questions which appear earlier in the text. Additional materials include topic tests in true-false, matching, and other objective formats, and answers for these tests. (KC)

ED 240 261 CE 037 995
Bradley, J. W. And Others

Texas Future Farmers of America Poultry Judging Handbook. Revised.

Texas A and M Univ., College Station. Vocational Instructional Services.

Pub Date—Jun 83

Note—60p.

Available from—Vocational Instructional Services, Texas A and M University, F. E. Box 182, College Station, TX 77843 (\$1.35).

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agricultural Education, Comparative Analysis, *Competitive Selection, Guidelines, Job Skills, Learning Activities, Occupational Information, Secondary Education, Vocational Education

Identifiers—Future Farmers of America, *Livestock Judging, *Poultry, Texas

This handbook is designed to help students in Texas prepare for Future Farmers of America (FFA) poultry judgments. The handbook is organized into five major sections that cover the following topics: organization of the Texas FFA poultry judging contest; judging production hens; judging production pullets; grading ready-to-cook broilers, fryers, or roasters and turkeys; and egg grading (interior and shells). The sections on judging include information sheets on judging standards, exercises for self-testing, and photos and illustrations of various procedures used in the judgments. Sample grading cards conclude the document. (KC)

ED 240 262 CE 038 000
A Suggested Basic Course Outline for Industrial Electronics.

Texas A and M Univ., College Station. Vocational Instructional Services.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—[83]

Note—426p.

Available from—Vocational Instructional Services, Texas A and M University, F. E. Box 182, College Station, TX 77843 (\$4.50).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Course Descriptions, Curriculum Guides, Electrical Systems, *Electronic Equipment, *Electronics, *Electronic Technicians, *Equipment Maintenance, *Industrial Arts, Physics, Secondary Education, Trade and Industrial Education

This course outline for industrial electronics, one of a series for teaching vocational industrial shop subjects in public schools, includes basic skills and technical information for the course. It should be supplemented with other complementary and necessary areas of related instruction. Fifteen major blocks, divided into 2 years of instruction, cover these topics: orientation, electrical physics, electrical units, electrical measurement, inductance and capacitance, AC power supply, transformers, amplification, oscillators, reception, transmission, circuitry

and instrumentation, computer technology, optonics, and business of electronics. Each major block is comprised of two to six minor sections, each headed with a concise statement on task and aim. An outline of information and task detail, suggestions for teaching, and a list of references and aids are provided for each subsection. Appendixes include a bibliography containing references, vocational instructional services references, supplemental references, slides, films, and filmstrips; a suggested list of attitudinal objectives; and information on teaching methods. (YLB)

ED 240 263 CE 038 009

Sandlin, David. Comp. And Others

Agricultural Machinery - Equipment. Agricultural Cooperative Training. Vocational Agriculture. Revised.

Texas A and M Univ., College Station. Vocational Instructional Services.

Pub Date—78

Note—508p.

Available from—Vocational Instructional Services, Texas A and M University, F. E. Box 182, College Station, TX 77843 (\$11.90).

Pub Type—Guides - Classroom - Learner (051) - Tests/Questionnaires (160)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agricultural Education, *Agricultural Engineering, *Agricultural Machinery, Agricultural Machinery Occupations, Autoinstructional Aids, Behavioral Objectives, *Cooperative Education, Instructional Materials, Learning Activities, Secondary Education, Tests, *Vocational Education

Designed for students enrolled in the Agricultural Cooperative Part-Time Training Program, this course of study contains 12 units on agricultural machinery mechanics. Units include (examples of unit topics in parentheses): introduction (agricultural mechanics as an occupation; safety-shop and equipment; use of holding devices, jacks, lifts, and hydraulic presses; use of equipment manuals; and equipment inspection), primary tillage equipment (moldboard plows, disk plows, middlebushers and listers, and chisel plows), secondary tillage equipment (disk and spring-tooth harrows, land rollers and pulverizers, and rotary hoe), planting equipment (grain drills, and row-crop planters), cultivating and weed control equipment (cultivators, flame weeders, and rotary shredders), sprayers and dusters (hydraulic sprayers, pumps for agriculture sprayers, blower sprayers, and dusters), fertilizers (manure spreaders, dry fertilizer distributors, and liquid and gas fertilizer equipment), combines (cutting, feeding, and threshing mechanisms and combine attachments), corn pickers (gathering and snapping mechanisms and husking, cleaning, and shelling mechanisms), cotton strippers and pickers, hay and forage equipment (movers, hay rakes, hay conditioners, and balers), and special equipment (farm elevators, feed mills, crop drying equipment, forage blowers, tractor-mounted loaders, and chain saws). Introductory materials include a course outline and a list of supplementary references. Provided for each unit topic is an assignment sheet that presents the objective, a list of references, and a list of questions and activities; and information sheets with diagrams and drawings. Other contents include answer sheets for the questions and activities, tests on each topic, and answer sheets for the topic tests. (YLB)

ED 240 264 CE 038 010

Boyd, Chester And Others

Crop Farm Employee. Agricultural Cooperative Training. Vocational Agriculture. Revised.

Texas A and M Univ., College Station. Vocational Instructional Services.

Pub Date—Jul 78

Note—714p.

Available from—Vocational Instructional Services, Texas A and M University, F. E. Box 182, College Station, TX 77843 (\$15.70).

Pub Type—Guides - Classroom - Learner (051) - Tests/Questionnaires (160)

EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agricultural Education, *Agricultural Laborers, Agricultural Machinery, *Agricultural Production, Agriculture, *Agronomy, Autoinstructional Aids, Behavioral Objectives, Cooperative Education, Farm Accounts, Farm Labor, Farm Occupations, Fertilizers, *Field Crops, Grains (Food), Harvesting, Instructional

Materials, Learning Activities, Pests, Plant Pathology, Secondary Education, Tests, *Vocational Education

Designed for students enrolled in the Vocational Agricultural Cooperative Part-Time Training Program, this course of study contains 13 units for crop farm employees. Units include (examples of unit topics in parentheses): introduction (opportunities in farming, farming as a science, and farming in the United States), farm records (keeping farm records, and using records in farm management), farm machinery—maintenance and operation (proper use of machinery and equipment, and maintenance of power machinery and equipment), farm structures and equipment (maintenance of farm structures and equipment, and building and maintaining farm fences), crop selection (important factors affecting the choice of crops), land preparation (importance of a good seedbed, row crop seedbed preparation, and land management practices), fertilizers (plant nutrients and their functions, types of fertilizers, and applying fertilizers), irrigation (importance of irrigation, sources of water and principal methods of irrigation, and irrigation management), weed control (importance of weed control, classification and identification of weeds, and control by mechanical and chemical methods), insect and pest control (safety, definition and classification of an insect, management, and insecticides), diseases and control (definition and classification of diseases by pathogens, principles of plant disease control, and chemical control), harvesting equipment (cotton pickers and strippers; corn snappers and pickers; corn combines; and forage harvesting equipment), and major crops (cotton, corn, forage and hay crops, grain sorghum, peanuts, rice, and small grains). Introductory materials include a course outline and a list of supplementary references. Provided for each unit topic is an assignment sheet that presents the objective, a list of references, and a list of questions and activities; and information sheets with diagrams and drawings. Other contents include answer sheets for the questions and activities, tests on each topic, and answer sheets for the topic tests. (YLB)

ED 240 265 CE 038 011

Vocational Agriculture Handbook for Agriculture Cooperative Training.

Texas A and M Univ., College Station. Vocational Instructional Services.

Pub Date—Jul 81

Note—106p.

Available from—Vocational Instructional Services, Texas A and M University, F. E. Box 182, College Station, TX 77843 (\$3.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Advisory Committees, *Agricultural Education, *Cooperative Education, Employment Programs, Federal Legislation, Guidelines, Instructional Materials, Occupational Safety and Health, *Program Development, *Program Implementation, Program Improvement, Public Relations, Secondary Education, Student Evaluation, Teaching Methods, Two Year Colleges, *Vocational Education, *Work Experience Programs

Identifiers—Future Farmers of America, Texas

This handbook was designed to assist school administrators, vocational administrators, vocational agricultural teachers, and area consultants of vocational agriculture in developing, implementing, and improving an agricultural cooperative training program (especially in Texas). The handbook, which presents information in a narrative format, contains 17 sections. The sections cover the following topics: agriculture cooperative training, establishing an agricultural cooperative training course, minimum standards for unit allocation in a program, selecting students, selecting training stations, student placement, employer-employee agreements, the advisory council, instructional materials, teacher visits to training stations, student evaluation, agriculture cooperative training and the Future Farmers of America, teaching related instruction, public relations for agriculture cooperative training, reports for agriculture cooperative training, labor laws, and general information (e.g., safety, employment programs, and legislation). Sample forms are included in the handbook, and a suggested calendar of events is supplied. (KC)

ED 240 266 CE 038 012

Carl, Donald R., Jr.

Teaching Listening and Speaking Skills to Eng-

lish-as-a-Second Language (ESL) Adults. October 1 - December 31, 1983.

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.

Pub Date—Dec 83

Note—93p.; Parts of the appendix may not reproduce well due to light type. Presented at the National Adult Education Conference (Philadelphia, PA, December 3, 1983).

Pub Type—Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Basic Education, Adult Education, Adult Programs, Adult Students, Classroom Techniques, Cloze Procedure, Communication Skills, *English (Second Language), Instructional Materials, *Language Skills, Learning Activities, *Listening Skills, Program Implementation, Pronunciation, Reading Skills, Resources, Second Language Learning, *Second Language Programs, Skill Development, *Speech Skills, Student Characteristics, Teaching Methods Identifiers—310 Project

This volume consists of the handouts designed to be used along with the English-as-a-second-language (ESL) program that was presented during a one-and-a-half hour presentation entitled "Teaching Listening and Speaking Skills to ESL Adults." Presented first are a brief outline of the content of the presentation and a summary of its evaluation by the workshop participants. The remainder of the volume consists of 22 handouts devoted to the following topics: the ESL adult; questions and answers for the ESL teacher; guidelines for teaching ESL classes; listening and speaking skills; pronunciation, stress, and intonation; teaching English pronunciation; types of student drills; conversation starters for learning from foreign students; audio and speaking activities to develop listening and speaking skills; games and activities for the ESL classroom; nine different ways to teach reading; tips on teaching reading to limited-English speakers; snap reading, using the Cloze procedure to teach reading; teaching writing; ESL communication skills; and ESL teacher training materials. Concluding the guide is the form that was used to evaluate the training session. (MN)

ED 240 267 CE 038 049

Wiant, Allen And Others

Linkage of Vocational Education and Related Service Deliverers.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Jan 84

Contract—300-83-0016

Note—186p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Agency Cooperation, *Articulation (Education), Cooperative Planning, *Coordination, *Educational Cooperation, Educational Research, Human Services, Models, Postsecondary Education, Secondary Education, *Vocational Education

Identifiers—*Linkage

A study reviewed research on interagency relations involving vocational education and examined a local vocational agency and some of its linkages. It also determined what further research is needed to facilitate mutually advantageous interagency arrangements. The study used a dyadic perspective. An analytic model of interorganizational behavior, the Van de Ven model, was selected from the theoretical literature and used to analyze published reports of interorganizational relationships (IORs) and to design and conduct the field site study. The field site study focused on North Central Technical College in Mansfield, Ohio and its collaborative relationships with a secondary vocational school, regional medical facility, and an economic development consortium with emphasis on training. The application of the theoretical model to the three field site dyadic relationships supported the viability and usefulness of the model. The model was useful as a tool for understanding interorganizational causes and effects in all three cases. Factors found to be important in IORs included resource incentives, interdependency, commitment, a positive climate, and coordination. (Appendixes include the data framework for the field study, data summaries, and a supporting statement on interagency coopera-

tion between vocational education and other state agencies.) (YLB)

ED 240 268 CE 038 051

Halasz, Ida M.

Feasibility Study of Telecommunications and Electronic Technologies Useful to the National Academy for Vocational Education. Final Administrative Report: Year One. Volume II. Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Jan 84

Contract—300-83-0016

Note—152p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—Access to Education, Audiovisual Instruction, Computer Oriented Programs, Conferences, Delivery Systems, *Educational Innovation, Electronic Equipment, *Extension Education, *Inservice Education, Instructional Films, Outreach Programs, Postsecondary Education, Professional Continuing Education, Satellite Facilities, Teacher Educator Education, Teacher Workshops, Teaching Methods, Technological Advancement, *Telecommunications, Teleconferencing, Telecourses, Telephone Communications Systems, Telephone Instruction, Television, *Training Methods, Videotext, *Vocational Education

Identifiers—National Academy for Vocational Education OH, National Center for Research in Vocational Education

This study was conducted to help the staff of the National Academy for Vocational Education at the National Center for Research in Vocational Education to determine what methods of electronic communications technology would be feasible for providing inservice training for vocational educators throughout the country. It was determined that the use of such technologies would be helpful in order to serve more clients in more locations at lower costs, especially in a time of rising travel costs and decreasing educational budgets. The technologies addressed in the study were audiotape, telephone, radio, videotext, freeze-frame, electronic blackboard, videotape, videodisc, television, computer, and computer-based instruction. The results of this feasibility study indicate that potential clients' order of preference for a conference was (1) conference out of state, (2) teleconference in state, (3) videotape, (4) telephone conference, (5) audiotape, and (6) proceedings. Based on client preferences and the National Academy's goals for providing distance training, the following technologies were recommended for immediate adoption: a telephone lecture series supplemented with slides and question-and-answer sessions; ad hoc telephone conferences; videotapes of workshop activities and lectures; ad hoc satellite video-conferences with two-way audio for participant questions; more videotape equipment; and satellite disks to receive satellite-transmitted video conferences at the National Center. (Appendixes to the report list vendors, National Center library resources, associations, consortia, and networks.) (KC)

ED 240 269 CE 038 052

Fraser, Jeannette L. And Others

Robotics and Office Automation: Implications for Vocational Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—30p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Automation, Employment Projections, Futures (of Society), *Industry, Labor Needs, Manufacturing, Manufacturing Industry, Office Machines, *Office Management, Office Occupations Education, Postsecondary Education, *Robotics, Secondary Education, Technical Education, Technological Advancement, Trade and Industrial Education, *Vocational Education, *Word Processing

Directed to individuals responsible for program planning in vocational education at the national and state levels, this review and synthesis of technological developments in robotics and office automation identifies the potential demand for skills in these

technologies in the next 3 to 5 years. The procedures for the study are described in the first chapter. Chapter 2, on robotics, begins with a definition. A discussion of usage patterns includes information on influences on usage (price of labor versus capital investment, cost, interface, assembly) and projections of usage. A section on training implications for vocational education offers information on skills and training requirements and suggests that a significant demand for newly trained robotics technicians will not develop. Chapter 3 on office automation begins with a definition and then discusses the use of technology and influences on the office automation equipment. A section on training implications for vocational education at the secondary and post-secondary levels discusses the need for word processing training for entry-level personnel and retraining needs for the acquisition of higher-order skills in analysis, comprehension, and logical thinking. (YLB)

ED 240 270 CE 038 053

Hull, William L. Adams, Kay A.

A System Design for Evaluating Vocational Education Research and Development.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—97p.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Data Collection, *Educational Research, *Evaluation Methods, Models, Postsecondary Education, *Program Development, Program Effectiveness, *Program Evaluation, *Research and Development, Research Methodology, Secondary Education, *Vocational Education

This feasibility study contains a design for evaluating vocational education research and development (R & D). The study developed a model for evaluating vocational education R & D based on legislative frames of reference for research, exemplary projects, and curriculum development. Called an Impact Tracer Model, the program is based on information and observations taken from distribution records of 308 vocational education R & D products, utilization data from 12 exemplary products distributed nationwide, and impact data from 6 field sites. The five-stage model consists of needs assessment, product development, product dissemination, product use, and product impact. Some of the conclusions reached through the study are the following: (1) distribution data are easier to acquire and less expensive to obtain than product use or impact data; (2) most research coordinating unit directors are willing and able to provide distribution data; (3) superficial data on use can be obtained by mail, but detailed documentation requires observation or interview; (4) baseline measurements should be established when assessing impact; (5) interactive methods are necessary for collecting impact data; and (6) data on product use and impact are collected by few states at present. The study recommends that a comprehensive and continuing vocational education R & D evaluation system be implemented in phases beginning with the collection of distribution data on all qualified R & D products. The appendices include survey instruments and a conceptual framework for assessing impact. (KC)

ED 240 271 CE 038 054

Singer, Norman M., Comp. And Others

A Recap of the Sixth Nationwide Vocational Education Dissemination Conference: Disseminating for Tomorrow's Voc Ed. The Proceedings (Columbus, Ohio, November 15-17, 1983).

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—126p; For related documents, see ED 215 148 and ED 224 998.

Pub Type—Collected Works—Proceedings (021)—Opinion Papers (120)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—Administrator Role, *Computer Oriented Programs, Delivery Systems, Educational Innovation, Educational Needs, *Educational Research, Educational Trends, Futures (of Society),

*Information Dissemination, Information Utilization, Linking Agents, Microcomputers, Postsecondary Education, Program Descriptions, *Program Development, Program Implementation, Research and Development, Secondary Education, Teacher Role, Technological Advancement, *Vocational Education

Identifiers—Vocational Education Dissemination Conference 1983

This document reviews the activities of a conference on "Disseminating for Tomorrow's Voc Ed." The conference featured tools, techniques, information, examples that can be used to promote good dissemination, use of research, and developmental results. Considerable emphasis at the conference was given to topics and activities related to microcomputer hardware and software applications for vocational education disseminators and change agents. Following the sequence of the conference agenda, approximately 70 brief summaries of small group workshops and large group sessions are reported. Appendix A contains extensive samples of handouts and materials mentioned in many of the summaries. Additionally, to encourage and facilitate continued dialogue and exchange of information as well as dissemination of resources and ideas, a list of all conference participants with contact information is provided in Appendix B. (KC)

ED 240 272 CE 038 055

Campbell, Paul B. And Others

Transition Patterns between Education and Work.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Jan 84

Contract—300-83-0016

Note—154p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—*Career Choice, *Educational Attainment, Educational Research, *Education Work Relationship, *Employment Patterns, Graduate Surveys, *High School Graduates, Postsecondary Education, Secondary Education, Student Educational Objectives, Vocational Followup

A study investigated those transitional patterns that account for substantial numbers of young people moving from secondary education to employment. Data came from the National Longitudinal Study of the High School Class of 1972; and the National Longitudinal Survey of Labor Market Experience, Youth Cohort, including high school transcripts of a subsample. Large numbers of students began postsecondary education but did not earn degrees. Often the interruption was followed by going to work. The availability of nearby community colleges led to higher attendance. Socioeconomic status, gender, and race were related to choice of pathway. Choices were also influenced by significant others, particularly parents and close friends. Few students cited high school teachers and counselors as important influences. The choice of postsecondary education as a pathway was related to the high school experience; the higher the high school achievement, the higher the educational level the student generally completed. Outcomes of the non-postsecondary path were predominantly lower-skilled craft and service jobs. For vocational students, postsecondary work tended to lead to professional/technical and craft occupations. On-the-job training was the predominant kind of postsecondary education. Post-high school training, incomplete pathways, and transitional decisionmaking were recommended for policy attention. (YLB)

ED 240 273 CE 038 061

Iwler, Irvin H. And Others

Developing In-Service Brochures Designed to Prepare the Vocational Educator Academically and Attitudinally to Work with Disadvantaged Students. Final Report.

Pittsburgh Univ., Pa. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—30 Jun 83

Note—59p; For a related document, see CE 038 062.

Pub Type—Reports—Descriptive (141)—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Classroom Techniques, *Educationally Disadvantaged, Educational Resources, *In-

service Teacher Education, Instructional Materials, *Material Development, Pamphlets, Secondary Education, *Teaching Methods, Vocational Education, *Vocational Education Teachers

A project developed an inservice brochure and a summary booklet that defined the conditions that affect academically disadvantaged vocational students in an effort to increase vocational educators' awareness of what it is like to be an academically disadvantaged student. The publications also identify how these students learn and illustrate the techniques and strategies needed to teach special students. Consultants from the Pennsylvania Bureau of Vocational Education also identified the modifications in curriculum, facilities, and teaching strategies needed to help disadvantaged students succeed in the classroom. This information was also included in the brochure. Appendix A, "Academically Disadvantaged Students; A Vocational Teacher's Guide," defines the academically disadvantaged students, offers information on identifying them, suggests instructional techniques to help these students succeed, and describes appropriate learning materials. Appendix B, a booklet of 20 pages, is titled "The Student with Special Needs; a Guide for Vocational Educators," and tells how to identify students with specific handicaps, suggests teaching strategies, and lists additional resources. (YLB)

ED 240 274 CE 038 062

Iwler, Irvin H. And Others

Developing In-Service Brochures Designed to Prepare the Vocational Educator Academically and Attitudinally to Work with Handicapped Students. Final Report.

Pittsburgh Univ., Pa. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—13 Jun 83

Note—76p.; For a related document, see CE 038 061.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Classroom Techniques, *Disabilities, Educational Resources, Emotional Disturbances, Hearing Impairments, *Inservice Teacher Education, Instructional Materials, Learning Disabilities, *Mainstreaming, *Material Development, Mental Retardation, Pamphlets, Physical Disabilities, Secondary Education, *Teaching Methods, Visual Impairments, Vocational Education, *Vocational Education Teachers

A project developed six inservice brochures and a summary booklet that defined the handicapped conditions that affect vocational students in an effort to increase vocational educators' awareness of what it is like to be a special student. The brochures also identify how students with specific handicaps learn and illustrate the techniques and strategies needed to teach special students. Consultants from special education and vocational education also identified the modifications in curriculum, facilities, equipment, and teaching strategies needed to help special students succeed in the classroom. This information and helpful state and local special needs resource agencies were also included in the brochures. The six brochures and summary booklet are appended. The brochures provide information on identifying the handicapped student, teaching strategies, and a list of additional sources of help for emotionally handicapped, hearing impaired, learning disabled, mentally handicapped, physically handicapped, and visually impaired students. The summary booklet, "The Student with Special Needs; a Guide for Vocational Educators," tells how to identify students with specific handicaps, suggests teaching strategies, and lists additional resources. (YLB)

ED 240 275 CE 038 063

Wircenski, Jerry L.

The Formulation and Dissemination of Curriculum Resource Information and Materials for Vocational Teachers of Disadvantaged Learners. Final Report. January 1, 1983-June 30, 1983.

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—Aug 83

Note—59p.

Journal Cit—Vocational-Technical Education Re-

search Report; v21 n3 Aug 1983

Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Vocational Education, Curriculum, *Disadvantaged, *Educational Resources, *Information Dissemination, Information Sources, Instructional Materials, Material Development, *Networks, Newsletters, Postsecondary Education, Secondary Education, Teaching Methods, *Vocational Education, *Vocational Education Teachers

The purpose of a project was to form a curriculum network whereby information, services, and materials related to disadvantaged persons could be disseminated directly to vocational personnel. Programming information, curriculum materials, instructional resources, exemplary approaches, and evaluation strategies that have worked effectively with disadvantaged learners were solicited from the educational community. Sources were network members, the Inservice Instructional Resource Team from Penn State University, the Pennsylvania Bureau of Vocational Education, the Division of Occupational and Vocational Studies at Penn State, and the Pennsylvania Association of Vocational Education Special Needs Personnel. A curriculum information network was formed consisting of 1,300 superintendents, principals, directors, counselors, and teachers. Six issues of a newsletter entitled the Curriculum Information News were developed. Each newsletter consisted of two sections—descriptions of innovative techniques, exemplary programs, and curriculum materials with name and address of the developer and a special report on one of six topics: a definition of disadvantaged persons, identification of disadvantaged learners, reading as a vocational subject, mathematics in vocational education, limited-English proficiency, and disadvantaged adult learners. (Appendixes include the six newsletters and an article describing the project.) (YLB)

ED 240 276 CE 038 082

Hollenback, Kathryn

An Assessment of Occupational Orientation Investigation Activities and Course Content at the Local Level to Determine Its Effectiveness. Final Report.

North Texas State Univ., Denton. Coll. of Education.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—Jun 80

Contract—00230234

Note—241p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Career Choice, Career Development, *Career Education, Career Exploration, *Course Content, *Curriculum Development, Elementary Secondary Education, Occupational Information, *State Curriculum Guides, Vocational Education

Identifiers—*Texas

The purpose of this study was to make an assessment of current occupational investigation curricula at the local level in Texas and to develop and validate terminal performance objectives and enabling objectives. A questionnaire was developed and administered to 80 experienced occupational investigation teachers at a special group session and by mail to an additional 35 teachers. The surveys gathered information on what subject matter instructors were teaching in the classroom, the amount of time spent on each area, the strategies they were using, the benefits of using occupational investigative courses, use of advisory committees and community resources, and suggestions for changes in existing curricula. By using input gathered in the assessment survey, a foundation of instructional objectives was established. These data and additional objectives formulated through a literature search were used to establish a core curriculum. These objectives were then set up in the form of a survey instrument that was used by teachers, students, and state and local advisory committee members to validate the objectives. The final phase of the project consisted of ranking the terminal performance objectives and the enabling objectives and writing and disseminating a curriculum outline. (A copy of the curriculum outline is included in this report.) (KC)

ED 240 277 CE 038 083

Women and Development. Courier No. 29.

Asian - South Pacific Bureau of Adult Education.

Pub Date—Dec 83

Note—108p.; Extracts from papers presented at ASPBAE's Region 3 Conference on Nonformal Education for Women (1982).

Journal Cit—ASPBAE Courier Service; n29 Dec 1983

Pub Type—Collected Works - Serials (022) — Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, *Developing Nations, *Economic Development, Females, Feminism, Foreign Countries, *Nonformal Education, *Sex Discrimination, Sex Role, *Womens Education, *Womens Studies

Identifiers—Australia, Japan, Malaysia, Thailand

This issue contains materials, about and for women, which have been produced as part of the United Nations Decade for Women. Included are presentations made at the Asian-South Bureau of Adult Education Conferences and other congresses, conferences, and meetings held to discuss women in developing nations. The first three papers deal with the status and role of women in development; the impact of aid, development, and technological change on the status of women in developing nations; and the failure to take women seriously into account as part of the developmental process. Extracts follow from "Links for the Chain," a report of nonformal education involving women in South Asia. The next paper concerns women's unequal position in economic development. Country reports are provided on nonformal education for, and by, women in Australia; nonformal education for women in Malaysia; women's education in Japan; and aspects of women's lives in Thailand. The South Pacific Commission's monthly news of activities (March, 1983) precedes the final papers on a new international economic order that incorporates women into future developmental strategies. (YLB)

ED 240 278 CE 038 085

Brief Guidelines on Information and Strategy for

Dropout Prevention in West Virginia.

West Virginia Research Coordinating Unit for Vocational Education, Huntington.

Pub Date—[84]

Note—62p.; Figures and statistics may not reproduce well due to small print.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Dropout Characteristics, *Dropout Prevention, *Dropout Programs, Dropout Rate, Dropout Research, *Dropouts, Educational History, Educational Needs, Employment Problems, *Potential Dropouts, Program Evaluation, Program Implementation, *Program Improvement, Secondary Education, Statewide Planning, Youth Employment

Identifiers—West Virginia

This guide is intended to provide teachers and administrators, especially in West Virginia, with information about high school dropouts, their characteristics, and ways to retain potential dropouts in high school. A pretest and answer key precede the text of the report. The first section presents an overview of the dropout problem and its consequences, such as the dropout's greater level of unemployment and lower earnings. In the second section, factors affecting attendance and enrollment are listed, and teachers are given methods for identifying potential dropouts. Checklists of characteristics and worksheets are provided for teachers to identify high-risk students. There is a report summary on dropouts in West Virginia, 1981-1982. The third section contains suggestions for preventing students from dropping out, such as tutoring, counseling, work-related schemes, alternative education, parent involvement, student-centered approaches, and other low-cost dropout prevention activities. The fourth section presents methods of evaluating the success of dropout prevention programs, while the fifth section consists of the results of a survey of dropout prevention activities in West Virginia in 1983. (KC)

ED 240 279 CE 038 086

Tang, Le D.

Competencies Identification for Robotics Training.

Pub Date—5 Dec 83

Note—25p.; Paper presented at the American Vocational Association Convention (Anaheim, CA, December 5, 1983). Broken print may affect legibility.

Pub Type—Reports - Research (143) — Speeches/-

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Automation, *Job Analysis, *Job Skills, *Manufacturing, Manufacturing Industry, Occupational Information, Paraprofessional Personnel, *Robotics, *Technical Education, Trade and Industrial Education, Vocational Education

A study focused on the task of identifying competencies for robotics training. The level of robotics training was limited to that of robot technicians. Study objectives were to obtain a list of occupational competencies; to rank their order of importance; and to compare opinions from robot manufacturers, robot users, and robotics educators concerning the degree of importance of the competencies identified. Responses to mailed questionnaires identified 94 competencies, 11 of which were deleted because respondents considered them less important. The remaining 83 competencies were categorized into basic skills and five job functions: operation, application, programming, installation, and maintenance for robot technicians. A coefficient of agreement statistics was used as the evaluation criterion for determining the degree of importance of competencies identified. The results indicated a very high and significant degree of agreement ($A=0.93$) among manufacturers, users, and educators on the importance of all competencies. Maintenance was perceived as by far the most important job function, followed by operation. Programming and installation were tied for third place. Application was least important. (Sixteen pages of exhibits, including data tables, are appended.) (YLB)

ED 240 280

CE 038 093

Gerstenlauer, David L.

Consumable and Refundable Supplies Items for Production Agriculture Mechanics Laboratories as Influenced by Selected Characteristics of Vocational Agriculture Program and Teacher. Final Report.

Waynesboro Area School District, PA.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg, Div. of Vocational Education.

Pub Date—83

Contract—83-2802

Note—103p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Agricultural Education, *Agricultural Engineering, *Agricultural Supplies, Community Characteristics, Construction Materials, Facility Inventory, Metal Working, Program Budgeting, Program Content, Secondary Education, *Teacher Background, *Vocational Education, Woodworking

Identifiers—Pennsylvania

This study was conducted to develop a list of basic consumable and refundable supplies to be used in a secondary agricultural production mechanics laboratory program in Pennsylvania. A total of 72 surveys were sent to selected teachers: 24 in the area of woodworking, 24 in the area of metal working, and 24 covering all other areas of agricultural mechanics laboratory consumable supplies. The instrument was designed so that teachers could provide information about their department, community, units of instruction, teaching background, and amount of consumable supplies used. A total of 41 usable replies were used in data collection. Both tables and verbal analyses were prepared listing the variables, number of responses, mean responses, the standard error, and the ranges. A basic list of consumable and refundable supplies was developed. An extensive description of nonsupply variables was compiled, describing the community, department, and teachers of programs in the study. However, few generalizable conclusions could be formed from this data. It was recommended that lists be developed for other areas of agricultural production mechanics and that the lists be updated as technology changes. (Author/KC)

ED 240 281

CE 038 094

Carlos, Ellen

Developing a Strategy. Supporting Economic Development: A Guide for Vocational Educators.

Pennsylvania State Dept. of Education, Harrisburg, Bureau of Vocational and Technical Education.

Pub Date—83

Contract—83-2809

Note—37p.

Available from—Economic Development Support Division, Pennsylvania Department of Education, P.O. Box 911, 333 Market Street, Harrisburg, PA

17108.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agency Cooperation, *Cooperative Programs, *Coordination, *Economic Development, Government School Relationship, Industry, Job Development, *Job Training, Needs Assessment, Postsecondary Education, School Business Relationship, School Community Relationship, School Role, Secondary Education, *Vocational Education

Identifiers—Linkage

This handbook offers vocational educators several suggestions for becoming an active partner in their community's economic development activities. It is intended as a tool to use for coordinating activities between vocational educators and representatives of industry, government, and labor. An introduction offers background information, including a list of benefits to vocational education institutions on vocational education/community collaboration. The section on forming the partnership with those involved in economic development activities describes these steps: preparation, assessment of the existing situation, development of goals and objectives, and tapping of resources. The role and responsibilities of the industry/education coordinator are also outlined. The next section discusses building responsiveness within vocational education to meet community or industrial needs. The next section outlines action plans for supporting economic development. These examples represent area vocational schools, community colleges, and public secondary schools. Information is provided for each institution on establishing lines of communication; person(s) responsible for coordination; establishing lines of communication; person(s) responsible for coordination; major community organizations involved; sources used for needs assessment; key factors in relationship with business, industry, and labor; key factors in successful training programs; and the contact person. Seven publications are annotated as recommended resources on linkage with economic developers. (YLB)

ED 240 282

CE 038 098

Jones, Franklin Ross

Philosophical Perspectives as a Dimension of the Psychological Modality in the Theory of Adult Development.

Pub Date—[80]

Note—17p.

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), Adolescents, *Adult Development, Adults, *Aging (Individuals), Attitude Change, Beliefs, *Developmental Stages, Individual Development, Middle Aged Adults, Midlife Transitions, *Moral Development, Older Adults, *Philosophy, Self Actualization, *Values, Well Being

The long-held belief that a person became an adult at about 20 years of age and, henceforth, remained psychologically and physically on a plateau until old age, has recently been found unacceptable in the light of research contributed by developmental psychology. Adult development may be viewed as the function of the interaction of the psychological, sociological, and the physical. One important psychological component is an individual's perspective or philosophical view. The philosophical viewpoint undergoes some alteration during the passage through adult life. These modifications may be a result of reflections and/or other forces that give impetus to realignment of metaphysical views. Various researchers have examined the values of groups of people from adolescence through old age and have found some significant changes. According to some researchers, younger persons generally appear to value love and self-absorption, while those who are middle-aged strive for productivity and care of others. The aged tend to hold values that are less material as they face a disengagement from life; however, few adults ever actually attain a state of total disengagement. Further research needs to be done using computer simulation to test this model against the changes of adult perspective through the lifespan. (KC)

ED 240 283

CE 038 107

Patzner, Frank C. Russell, Jill Frymier

The Changing Workplace: Implications of Quality of Work Life Developments for Vocational Education. Research and Development Series No. 249.

Ohio State Univ., Columbus. National Center for Research in Vocational Education. Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Jan 84

Contract—300-83-0016

Note—94p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (RD249-\$7.25).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Educational Change, *Educational Needs, Educational Philosophy, *Futures (of Society), Human Factors Engineering, Job Enrichment, Secondary Education, *Vocational Education, *Work Attitudes, *Work Environment

Identifiers—*Quality of Working Life

Based upon a review of literature and on-site interviews and observations at nine firms that are recognized leaders in the development and implementation of quality of work life (QWL) activities, this report examines implications of QWL developments for future skill requirements and their potential consequences for public vocational education policies and programs. The report is not a handbook or a guide for changing current practices but is intended to provide background information to familiarize vocational educators with QWL developments in the workplace. The report focuses on two major sets of educational implications. First, it discusses the implications of QWL developments for the content and instructional processes of vocational education. It suggests that to function effectively on high-involvement participative work settings, workers and managers not only need good basic skills and technical job skills, but they will also increasingly need improved skills and knowledge in group problem solving and in the organization and management of production. The report discusses examples of skills and knowledge in these two broad areas and examines why they are needed in business and industry. The second major focus of the report examines what new participative management techniques may do to improve the nation's schools, especially the management and organization of vocational education. The report discusses how QWL practices in industry must transfer to a better way of learning and a new high-involvement participative approach to schooling. Appendixes to the report contain a list of skills applicable in participative work settings and summaries of the site visits to the nine companies studied. (KC)

ED 240 284

CE 038 108

Technician Education Yearbook 1984.

Prakken Publications, Inc., Ann Arbor, MI.

Report No.—ISBN-O-911168-54-0

Pub Date—84

Note—366p.

Available from—Prakken Publications, Inc., P.O. Box 8623, Ann Arbor, MI 48107 (\$35.00).

Pub Type—Collected Works - Serials (022) — Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, College Programs, Community Colleges, Community Resources, Competence, Cooperative Programs, Curriculum Development, Educational Cooperation, *Educational Needs, *Educational Practices, Needs Assessment, *Paraprofessional Personnel, Postsecondary Education, Professional Continuing Education, School Business Relationship, Teacher Improvement, *Technical Education, *Technical Occupations, Technological Advancement, Transfer of Training, Two Year Colleges, Vocational Education, Yearbooks

This yearbook deals with technician education. Included in a section on new issues, problems, and proposals for technician education are the following papers: "High Technology Challenges the Vocational-Technical Curriculum," by Walter J. Brookling; "Assessment of Technical Competency," by Gordon C. McMahon; "Industry and Education Cooperation Serves America's Needs," by Catherine P. Warmbrod; "The Ohio Technology Transfer Organization and Its Role in Two-Year Technical Education," by Kim Bonewit; "Contracting with Business and Industry: Use Your Community Resources," by Chuck Gold; and "Professional Development for Vocational Educators," by James L. Hoerner and E. Lynn Suydam. The second section

of the paper consists of case studies of programs in various schools, including the robotics technology program at Macomb Community College, the laser and electrophysics technology program at North Central Technical Institute, the forest technician program at the State University of New York College of Environmental Science and Forestry at Wanakena, the pharmacy technology program at Santa Ana College, the business technology degree program in merchandising at J. Sargeant Reynolds Community College, and the leisure service careers program at Moraine Valley Community College. The remaining three sections of the yearbook consist of directories of institutions, technologies, and officials involved in technician education; a list of professional organizations concerned with technician education; and a bibliography of works dealing with technician education. (MN)

ED 240 285 CE 038 122

Technology and Employment. Joint Hearings before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology and the Task Force on Education and Employment of the Committee on the Budget, U.S. House of Representatives, Ninety-Eighth Congress, First Session (June 7, 9, 10, 14-16, and 23, 1983).

Congress of the U.S., Washington, D.C. House Committee on Science and Technology; Congress of the U.S., Washington, D.C. House Committee on the Budget.

Pub Date—84

Note—1,399p; Not available in paper copy due to small type.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF11 Plus Postage. PC Not Available from EDRS.

Descriptors—Automation, Career Education, *Employment, *Employment Projections, Federal Government, Government Role, Hearings, Job Training, Labor Force, *Labor Market, Retraining, *Technological Advancement, *Unemployment, Vocational Education, *Work Environment

These are transcripts of joint Congressional hearings on technology and employment. Objectives stated for the hearings are to identify how technology is leading to changes in the nation's work force and work environment and to make recommendations for governmental action that will ease the adjustment of the work force and workplace to technology, while promoting employment, improved productivity, and economic growth. Eight panels of witnesses provided statements, prepared statements, exhibits, papers, and supplemental materials on (1) overall perspectives and trends; (2) employment projections; (3) demographics of the work force; (4) automation in factory and office; (5) quality of the workplace; (6) training/retraining; (7) regional, state, and local perspectives; and (8) future perspectives. Witnesses include university professors, United States Representatives, and individuals representing the AFL-CIO; Center for Policy Alternatives, Massachusetts Institute of Technology; Office of Technology Assessment; Federal National Mortgage Association; Urban Institute; Scientific Manpower Commission; The Conference Board; Bureau of Social Science Research, Inc.; National Commission for Employment Policy; American Federation of State, County, and Municipal Employees; United Steelworkers of America; and American Vocational Association. (YLB)

ED 240 286 CE 038 123

To Consolidate Federal Vocational and Adult Education Programs. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session on H.R. 2940.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—19 May 83

Note—39p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, Adult Education, Disabilities, Dislocated Workers, Economic Development, Educational Finance, Educational

Improvement, Educational Needs, *Educational Planning, *Federal Legislation, Federal Programs, Federal State Relationship, Financial Support, Futures (of Society), Government Role, Hearings, Postsecondary Education, Program Improvement, Secondary Education, *State Federal Aid, State Programs, *Vocational Education

Identifiers—*Congress 98th, Proposed Legislation

This document, a transcript of a House of Representatives subcommittee hearing on a Reagan Administration proposal, discusses consolidation of existing federal vocational and adult education programs, simplification of requirements for states and other recipients participating in federal vocational and adult education programs, authorization of certain state and national programs for the development of vocational skills and basic skills in the work force that will improve productivity and economic growth, and authorization of states to consolidate funding for such programs into block grants to the states in an attempt to increase efficiency and productivity. At the hearing, testimony and a prepared statement were given by T. H. Bell, U.S. Secretary of Education, and questions were answered by Dr. Robert Worthington, Assistant Secretary for Vocational and Adult Education. Secretary Bell and Assistant Secretary Worthington testified that their bill is designed to accomplish these four major objectives: (1) consolidation of existing vocational and adult education programs into a single, flexible program of grants to the states; (2) simplification and reduction of administrative burden at all levels of government, so that states can use more of their federal dollars to provide educational services to students; (3) enhancement of the role of vocational and adult education in assisting local, state, and national economic development; and (4) refocusing the federal role to concentrate on research, development, dissemination, demonstration, and other national leadership activities rather than on intervention in educational decision making at the state or local levels. They emphasized that the bill would cut through red tape, streamline paperwork, permit wider discretion to the states, and make it easier to harmonize the use of state and federal funds, while at the same time preserving the emphasis on vocational education and continuing to fund adult basic education programs. (The text of H.R. 2940 is included in the document.) (KC)

ED 240 287 CE 038 126

Mangum, Garth L.

Adult Literacy in Utah: Even a Leader Has Unmet Needs.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—1 Nov 83

Note—44p; Paper presented at the National Adult Literacy Conference (Washington, DC, January 19-20, 1984). Tables will not reproduce well. For other papers of the conference, see CE 038 127-139.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Literacy, *Adult Reading Programs, Basic Skills, Community Education, Demonstration Programs, Educational Needs, *Educational Practices, High School Equivalency Programs, Learning Activities, *Literacy Education, Postsecondary Education, Prevocational Education, Program Administration, Program Content, Program Design, Program Effectiveness, Refugees, Secondary Education, State Programs

Identifiers—Job Training Partnership Act 1982, *Utah

Despite the fact that, of all the 50 states, Utah has the highest percentage of state and local government expenditures for education and the highest proportion of adults who have graduated from high school, one out of every five adults in Utah lacks basic literacy skills. At present, the following adult literacy programs offer instruction in basic skills to Utah residents: a community education program, an adult high school program, an adult basic education program, an adult refugee education program, prevocational programs at five area vocational schools and two technical colleges, and a Job Training Partnership Act program. Although no single source of authority or responsibility for adult literacy programs exists in Utah, the quality of the individual programs is good. Serious logistical problems exist, however, in getting enough of the scattered population in rural areas together to conduct a program. An expanded adult literacy program would un-

doubtedly lower unemployment and raise earnings in Utah. With the state pressured to expand and improve schools and colleges, however, adult programs remain a low priority. (Eleven tables depicting program enrollment and impact data are appended.) (MN)

ED 240 288

Duffy, Thomas M.

Literacy Instruction in the Military.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—16 Nov 83

Note—61p; Paper presented at the National Adult Literacy Conference (Washington, DC, January 19-20, 1984). For other conference papers, see CE 038 126-139.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, Competency Based Education, *Educational Needs, Educational Objectives, *Educational Practices, Fused Curriculum, Job Skills, Job Training, *Literacy, *Literacy Education, *Military Personnel, *Military Training, State of the Art Reviews, Trend Analysis

Identifiers—*National Adult Literacy Project

Despite the fact that military careers require much higher levels of literacy than do comparable civilian careers, the range of literacy levels of enlistees is roughly representative of the abilities found among high school graduates. In response to the need to raise the literacy levels of their personnel, the Armed Forces have paid increasing attention to literacy instruction in recent years. Whereas literacy programs once followed a master apprentice training model that emphasized decoding, recent military instructional programs focus on literacy training that takes into account the specific requirements of the job to be performed. The Navy's Job-Oriented Basic Skills Program, the Army's Job Skills Education Program, and the Air Force's Job-Oriented Basic Skills Assessment and Enhancement System all have been based upon the actual tasks personnel will have to perform. Also currently underway are several military-sponsored research efforts in literacy instruction that make creative use of computer and videodisc systems. (MN)

ED 240 289 CE 038 128

McCord, Alice Bird

The Impact of Basic Skills on Human Resource Management in the Retailing Industry.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 83

Note—19p; Paper presented at the National Adult Literacy Conference (Washington, DC, January 19-20, 1984). For other conference papers, see CE 038 126-139.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Basic Skills, Educational Attitudes, Educational Needs, Educational Objectives, *Educational Practices, Education Work Relationship, Employment Qualifications, *Job Training, Labor Force Development, *Management Development, Postsecondary Education, *Remedial Instruction, Research Needs, *Retailing, School Business Relationship, State of the Art Reviews

Identifiers—*National Adult Literacy Project

A recent survey of retailing firms, ranging from single stores to nationwide chains, showed that the most significant human resources challenge facing these organizations is how to attract and retain qualified employees. Faced with the many changes in the retailing industry and in the composition of the work force that have taken place over the past three decades, retail firms are beginning to question how to select better employees and how to improve worker performance. Although some remedial courses in mathematics and in communication skills do exist in retail business-run training and management development programs, remedial training is not generally seen as the responsibility of business. Instead, the retailing industry maintains linkages with educational institutions, utilizing programs such as work study and tuition refund. Because industry's views of education have changed over the years, more information is needed about the relationship between industry's employment considerations and the development of basic skills. Possible agendas for research in this area could include ex-

aminations of the reasons for the lack of qualified persons for higher sales and supervisory positions, increased employee turnover, and employee obsolescence and declining job performance. (MN)

ED 240 290 CE 038 129

Tenapp, Mary L.

Realities of Adult Literacy in Work Settings.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 84

Note—20p; Paper presented at the National Adult Literacy Conference (Washington, DC, January 19-20, 1984). For other conference papers, see CE 038 126-139.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Literacy, *Data Collection, *Educational Needs, Educational Policy, Educational Practices, *Employment Qualifications, Industrial Training, Job Analysis, Literacy, Remedial Instruction, Remedial Programs, *Research Methodology, Research Needs, Research Problems, Validity, *Work Environment

Identifiers—*National Adult Literacy Project, Validity Research

While the need for improved literacy in the work force is generally accepted, questions still remain as to what levels of literacy are required for different jobs and who will provide the necessary adult literacy training. To answer these questions, researchers must develop a database of information about literacy needs and deficiencies. Developing such a database, however, is not easily accomplished. Upon discovering that employee performance in one area is unacceptable, employers can take any one of a number of actions that would change the nature of the job in question. In addition, literacy requirements change over time as organizations themselves change. Job analysis and validation are two possible means of assessing the literacy requirements of work. Each method has advantages and disadvantages that must be considered carefully when using them in a large-scale research project. Informal surveys of employers throughout the country indicate that the burden to improve employee quality rests mainly with the educational system. While employers are concerned about the literacy levels of their workers, many doubt whether literacy training by employers is effective. An examination of the remedial training policies of companies such as American Telegraph and Telephone suggests that, for a variety of reasons, employers are generally quite conservative about providing literacy training. (MN)

ED 240 291 CE 038 130

Roushka, John E.

Literacy Needs and Developments in American Community Colleges.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 84

Note—14p; Paper presented at the National Adult Literacy Conference (Washington, DC, January 19-20, 1984). For other conference papers, see CE 038 126-139.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, *Community Colleges, *Educational Needs, *Educational Practices, Educational Research, Literacy, *Literacy Education, National Surveys, Postsecondary Education, *Program Development, Program Effectiveness, Remedial Instruction, *Remedial Programs, Remedial Reading, State of the Art Reviews, Underachievement

Identifiers—*National Adult Literacy Project, United States

By the late 1960s, the most offered courses in American community colleges were remedial reading, remedial writing, and remedial arithmetic. The success of the early efforts in community colleges was marginal at best, as is evidenced by a 1968 study indicating that nearly 90 percent of all remedial students failed or dropped out of remedial courses. By 1977, however, the first national study of American college and university programs for low-achieving students revealed that some programs were achieving success. A national study of college and university programs was conducted in 1982 to discover the magnitude, nature, and level of success of literacy and basic skills programs. Based on this survey, it appears that successful remedial programs exhibit the following 11 characteristics: strong administra-

tive support, mandatory counseling and placement, structured courses, award of credit, flexible completion strategies, multiple learning systems, volunteer instructors, use of peer tutors, monitoring of student behaviors, interfacing with subsequent courses, and program evaluation. The successful programs that were isolated during the study can serve as models that document the learning potentials and capabilities of community college students. (MN)

ED 240 292 CE 038 131

Gold, Patricia Cohen

Literacy Training in Penal Institutions.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 83

Note—36p; Paper presented at the National Adult Literacy Conference (Washington, DC, January 19-20, 1984). For other conference papers, see CE 038 126-139.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Adult Reading Programs, Coordination, *Correctional Education, *Correctional Institutions, Data Collection, *Educational Needs, Educational Planning, Educational Policy, Educational Practices, Information Dissemination, Information Needs, *Literacy Education, Needs Assessment, Prisoners, Program Design, Program Development, Public Policy, State of the Art Reviews

Identifiers—*National Adult Literacy Project

Most presently existing literacy training programs for inmates in America's prisons are inadequate. Before program planners and developers can remedy this situation, they must be able to obtain accurate information on the numbers of illiterate inmates and the numbers of inmates currently receiving literacy instruction in America's prisons. The establishment of an information clearinghouse and the development of standard definitions and measures to facilitate the collection and dissemination of such information would be important first steps in the effort to improve literacy instruction for inmates. Included among the many issues that must be addressed by planners of prison literacy programs are the lack of consistent federal and state policies toward rehabilitation; the lack of adequate funds, facilities, and equipment; the lack of trained professionals in the field; and the lack of comprehensive, integrated literacy programs. On the positive side, a number of exemplary prison literacy training programs do exist. Some of the key components of these exemplary programs are development of a coordinated structure; provision of staff training in literacy; utilization of competency-based, integrated curricula; the offering of incentives for inmates; coordination between correctional and community education programs; and increased use of technology. On a daily basis, program developers and implementers must also contend with a number of problems that interfere with their operation, including disregard for the educational needs of inmates, lack of adequate referral and support services, and lack of coordination of penal programs within and among institutions, as well as overcrowded and substandard living conditions. (MN)

ED 240 293 CE 038 132

Harris, Joan E.

The Design & Administrative Management of Literacy Training Programs in South Carolina.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 84

Note—28p; Paper presented at the National Adult Literacy Conference (Washington, DC, January 19-20, 1984). For other conference papers, see CE 038 126-139.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *Adult Reading Programs, Community Support, Delivery Systems, Educational Cooperation, Educational Finance, Educational Needs, Educational Strategies, Financial Support, Individualized Instruction, Linking Agents, *Literacy Education, Needs Assessment, *Program Administration, *Program Design, Relevance (Education), School Community Relationship, School Districts, State Programs, Student Needs, Teaching Methods, Volunteers

Identifiers—Laubach Method, *National Adult Lit-

eracy Project, *South Carolina

In response to the increasing number of constraints affecting adult education, South Carolina has designed an approach to adult literacy that makes efficient use of limited resources. The program, which has been designed so that it can be adapted to conditions prevalent in local communities, centers around the development of political, social, and financial support in the local community and relies on a diversified financial base that has a mix of public and private funds. While the local adult literacy programs depend heavily on volunteers, a strong management team and a core of paid staff members are also essential to their success. The final phase of the design of local literacy programs should entail a determination of the form of service delivery that will be utilized. While the Laubach Literacy Method is presently employed by the South Carolina Literacy Association, it should be noted that several other approaches are also effective. The most important point to consider in the planning of the local literacy programs is the need to offer services that are appropriate to the needs, schedules, and social characteristics of the group to be served. Also important to the success of a program are efforts to obtain cooperative support from other community organizations. (MN)

ED 240 294 CE 038 133

Waite, Peter A.

The Role of Volunteers in Adult Literacy Programs.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 83

Note—14p; Paper presented at the National Adult Literacy Conference (Washington, DC, January 19-20, 1984). For other conference papers, see CE 038 126-139.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *Adult Reading Programs, *Community Programs, Educational Cooperation, Educational Needs, Linking Agents, *Literacy Education, Program Development, Program Implementation, School Community Relationship, *Volunteers, Volunteer Training

Identifiers—*Community Based Education, *National Adult Literacy Project

Large numbers of trained volunteers working in community-based settings are needed if adult literacy programs are to be successful. In addition, adult literacy programs must work in partnership with other community organizations. Particularly necessary are formal linkage agreements with nontraditional organizations such as service and fraternal organizations; community action agencies; and religious, cooperative, and political organizations that address the establishment of literacy programs and deal with issues of funding, public relations, and human resources. In order to reduce significantly the extent of adult illiteracy in the United States, program planners must make volunteerism a national priority and must direct funding at the continuation and expansion of proven pilot programs that serve the client. Furthermore, those communities having the greatest need for adult literacy programs must be targeted and given priority. Rather than spending money on more national conferences and studies of adult learning, planners should initiate local community conferences that would be concerned primarily with the development of local programs. (MN)

ED 240 295 CE 038 134

Eggett, John D.

Concerns in Establishing and Maintaining a Community Based Adult Literacy Project.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 84

Note—28p; Paper presented at the National Adult Literacy Conference (Washington, DC, January 19-20, 1984). For other conference papers, see CE 038 126-139.

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Adult Reading Programs, *Community Programs, Coordination, Educational Change, Educational Cooperation, Educational Needs, *Educational Objectives, Educational Planning,

Educational Strategies, Linking Agents, *Literacy Education, Needs Assessment, Organizational Change, Program Administration, *Program Design, Program Development, Volunteers
 Identifiers—*Community Based Education, *National Adult Literacy Project

In developing a community-based adult literacy program, program planners need to consider who the program will serve, which strategies will best serve the target population of the program, and exactly how much stability and change are to be encouraged in the program. Once the planners of a community-based adult literacy program have answered these questions, they must determine the educational strategies, management procedures, and program linkages that will be most beneficial to the program's success. In doing this, the planners must consider their options carefully and must realize their need to make informed and definite commitments to their target audience. When deciding on an appropriate balance between change and stability within an emerging adult literacy program, planners must remain aware of the fact that while maintaining stability is a crucial aspect of the management of an organization, particularly in emerging organizations that depend upon credibility among their supporters and constituents for survival, programs that are unresponsive to their environment will not be effective and will eventually lose credibility among these same constituents and sponsors. Finally, the various individuals involved in an organization must balance their particular needs and preferences with those of other persons and with the needs of the organization as a whole. (MN)

ED 240 296

CE 038 135

Savage, K. Lynn

Teaching Strategies for Developing Literacy Skills

in Non-Native Speakers of English.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—Jan 84

Note—35p; Paper presented at the National Adult Literacy Conference (Washington, DC, January 19-20, 1984). For other conference papers, see CE 038 126-139.

Pub Type—Speeches/Meeting Papers (150) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Basic Education, Adult Literacy, Adult Students, Behavioral Objectives, *Classroom Techniques, Early Reading, *Educational Strategies, *English (Second Language), Language Skills, Learning Activities, Literacy, *Literacy Education, *Non English Speaking, Reading Readiness, Reading Skills, Second Language Learning, Speech Skills, Student Characteristics, Teaching Methods

Identifiers—*National Adult Literacy Project, Pre-literate Societies

This paper deals with strategies for developing literacy skills in nonnative speakers of English. Discussed in the initial section of the paper are four different categories of English-as-a-second-language (ESL) adults and the basic philosophy that underlies the teaching of literacy skills to adults at all levels of literacy. The special needs of ESL students from preliterate societies and learning activities for use in addressing these special needs are examined. Described next are a series of strategies focusing on meaning that can be used successfully with students who are not themselves literate but who speak a language that has a common written form. A series of activities focusing on patterns are provided for use with ESL students who are well educated in their first language. Concluding the paper are sample lessons from a refugee camp in Southeast Asia and from an adult education center in San Francisco. (MN)

ED 240 297

CE 038 136

Longfield, Diane M.

Teaching English as a Second Language (ESL) to

Adults: State-of-the-Art.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—Jan 84

Note—43p; Paper presented at the National Adult Literacy Conference (Washington, DC, January 19-20, 1984). For other conference papers, see CE 038 126-139.

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Basic Education, Adult

Learning, *Adult Literacy, Adult Reading Programs, *Adult Students, *Educational Needs, Educational Practices, *Educational Strategies, *English (Second Language), Instructional Materials, Language Skills, Literacy Education, Needs Assessment, Program Development, Program Implementation, Reading Skills, Second Language Learning, Speech Skills, State of the Art Reviews, Student Characteristics, Student Needs, Teacher Qualifications, Teacher Role

Identifiers—*National Adult Literacy Project

Although English-as-a-second-language (ESL) practitioners are generally making good progress in teaching listening and speaking skills, the entire area of teaching literacy skills to ESL students is barely in the formative stage. The teaching of ESL is further complicated when students are not only lacking in English literacy skills but are also functionally illiterate in their native languages. Educators need to become more aware of the special problems that even the most motivated ESL students face when learning a language that is as difficult to learn as is English. Whereas many ESL programs have been predicated on the notion that students must be orally proficient before they can read English, research shows that reading and speaking can be taught concurrently. To facilitate the teaching of reading and writing in the ESL classroom, educators should provide early and systematic instruction in areas such as phonetic spelling, writing mechanics, structural analysis, study skills, and test taking. In addition, planners of ESL and literacy programs should devote more effort to pooling the resources of smaller local programs to avoid duplication, solicit cooperation from and work together with business and industry, offer counseling services, and provide necessary staff development activities. (MN)

ED 240 298

CE 038 137

Wallerstein, Nina

Literacy and Minority Language Groups. Community

Literacy as a Method and Goal.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—Jan 84

Note—23p; Paper presented at the National Adult Literacy Conference (Washington, DC, January 19-20, 1984). For other conference papers, see CE 038 126-139.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, Adult Education, *Adult Literacy, Curriculum, *English (Second Language), *Instructional Materials, *Language Experience Approach, Limited English Speaking, *Literacy Education, Material Development, Second Language Instruction, *Teaching Methods

Identifiers—Community Literacy, *National Adult Literacy Project

Problems facing literacy education include how to attract non-English speaking and illiterate adults to the programs and how to reduce attrition and increase motivation for the students who do come to the programs. One method that could help to solve these problems is "community literacy," an approach to learning in which the curriculum is derived from the needs of students and in which students and teachers are actively engaged in the process of learning and community development. Community literacy could help overcome the learning barriers many literacy/English-as-a-second-language (ESL) students face, such as poor self-image or lack of relevancy of the curriculum to their lives. At present, many literacy programs unwittingly reinforce learning conflicts; for example, some ESL literacy tests have hidden cultural and social assumptions that stereotype the learners. Instead, such materials could be changed to correspond to the actual situations and life issues that students confront. With this new student-developed material, the teacher would use a five-step inductive questioning strategy, moving from asking students specific informational questions to exploring the nature of the problem presented in the text and considering possible actions to change the situation. Because literacy is only one of the many problems adults face, other supportive services should be provided; community sites for satellite centers should be developed; in addition, literacy instruction should be incorporated into existing community programs. (KC)

ED 240 299

CE 038 138

Chall, Jeanne S.

New Views on Developing Basic Skills with Adults.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—Jan 84

Note—31p; Paper presented at the National Adult Literacy Conference (Washington, DC, January 19-20, 1984). For other conference papers, see CE 038 126-139.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, Adult Education, *Adult Learning, *Adult Literacy, *Educational Needs, Educational Philosophy, Functional Literacy, *Instructional Materials, *Reading Instruction, *Research Needs, Teaching Methods

Identifiers—*National Adult Literacy Project

During the past 40 years, the definition of literacy and the needs of adult literacy education have changed. Before World War II, adult literacy programs usually focused on teaching totally illiterate adults to read and write at the simplest levels. Later, functional literacy at about the fifth grade level was promoted through the programs. Now, however, a reading level of twelfth grade is needed for adults to function in an increasingly complex technical society. Reading instructional materials can be classified in stages from one to five from a low to an advanced level, with one being simple reading skills such as those acquired by primary grade children, and five being more abstract reasoning skills such as those acquired by the average high school graduate. The amount of time required for adults to pass through these various stages of reading has not been determined, but unless adults have acquired a broad general education, it takes considerably longer than the usual attendance period at literacy programs. If literacy programs are to be successful at raising the reading levels of their participants to a twelfth grade level, more research is needed on how this can be accomplished. More appropriate materials need to be developed, along with diagnostic tests for adult programs. Finally, research is needed to show the influence of cognition on reading and the influence of reading on cognition. Such research efforts can help to prepare adults for the increasingly technical jobs of the future. (KC)

ED 240 300

CE 038 139

Sticht, Thomas G.

Strategies for Adult Literacy Development.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—Jan 84

Note—10p; Paper presented at the National Adult Literacy Conference (Washington, DC, January 19-20, 1984). For other conference papers, see CE 038 126-139.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, Adult Education, *Adult Learning, *Adult Literacy, Andragogy, *Delivery Systems, Educational Improvement, *Educational Needs, Educational Philosophy, *Educational Policy, English (Second Language), Futures (of Society), Government Role, *Literacy Education, *Policy Formation, Second Language Instruction

Identifiers—*National Adult Literacy Project

As articulated by President Reagan, the Adult Literacy Initiative has two goals: to raise all adults in the country to a functional reading level and to focus on promoting literacy among adults—not "stamping out" or "attacking" illiteracy. Professionals at the National Adult Literacy Project and Conference considered the problems of adult literacy education, raising eight main issues in their papers. First of all, the speakers emphasized a need to understand better the adult literacy problem in the United States. Closely related to the first concern is the necessity to understand better the need for adults to have different kinds of skills and knowledge for the future. A third issue is the need to have a better understanding of the various delivery systems for adult literacy development, their clients, and their effectiveness. The problems of adults who must learn English as a second language raise issues unique to this population and must be considered separately from the rest of adult basic education. Closely related to the issues surrounding the teaching of English as a second language is the need to understand literacy problems in the United States by comparison to the literacy problems in the rest of the world. An issue of central concern for all of

the presenters is the need to understand the difference between the development of literacy during childhood and in adulthood, while the seventh issue they raised is the need to understand better the use of technology in the development and delivery of adult literacy programs. Finally, the eighth issue concerns the need for a clearly articulated national policy for adult literacy development. (KC)

ED 240 301 CE 038 140
Handbook for Business/Industry/Education Partnerships. Bulletin 1983, No. 29.
 Alabama State Dept. of Education, Montgomery.
 Pub Date—83
 Note—35p.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—*Agency Cooperation, *Cooperative Programs, *Educational Cooperation, Education Work Relationship, Guides, Industry, Postsecondary Education, *School Business Relationship, School Community Relationship, Secondary Education, Vocational Education
 Identifiers—*Industry Education Councils, *Linkage

This handbook contains broad guidelines for increasing cooperation among business, industry, labor, governmental agencies, professionals, parents, students, and educators through the creation of business/industry/education partnerships. The material is designed primarily to provide a framework for building or improving such partnerships or councils rather than to develop a rigid set of instructions for operating councils. Focus is on how to develop community, regional, and state mechanisms to serve as links between the labor force and education. An introduction lists what individuals as well as businesses and industries can do in partnership efforts. The second section on forming business/industry/education councils covers setting objectives, council management, the role of the state coordinator, and council functions. The relationship of the partnership council to other community and educational councils is then briefly addressed. Section 4 discusses several broad categories and examples of council activities, including instruction and curriculum development, resource workshops, inservice training, career guidance, materials and service functions, educational management, shadowing suggestions, and adopt-a-school programs. The final section is a one-page state-of-the-art summary for partnerships among business, industry, and education. The appendix contains an historical perspective for Alabama's business/industry/education partnerships. (YLB)

ED 240 302 CE 038 142
Bhola, H. S. Bhola, Joginder K.
Planning and Organization of Literacy Campaigns, Programs and Projects.
 German Foundation for International Development, Bonn (West Germany).
 Pub Date—84
 Note—207p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
 Descriptors—Adult Education, Adult Literacy, *Developing Nations, Development, Educational Planning, Foreign Countries, Literacy, *Literacy Education, Models, *Organizations (Groups), *Planning, *Program Development, Program Implementation

Intended especially for literacy workers, this monograph discusses the planning and organization of all the various approaches to the delivery of literacy work. It is divided into two main sections. The first part discusses the general principles of planning and organizing; it may be considered theoretical in nature. Its three chapters cover the planning and organization of literacy within the context of development in the Third World, understanding the planning process, and understanding organizations and their design, renewal, and change. Chapter 4 provides the transition to the second, practical part of the monograph. An ideal, fully functioning literacy system is described that is composed of nine subsystems. The nine chapters that follow deal with planning and organizing in relation to each of these nine subsystems: policy and planning, administrative and instructional delivery, technical support, social mobilization, curriculum and materials development, and evaluation. Each chapter describes (1) the planning and organizational objectives of the subsystem, (2) the planner system, and (3) the plan adoption system as defined by the objectives of the subsystem. Possible planning and organizational solutions

are generated. A brief chapter of conclusions and a bibliography end the monograph. (YLB)

ED 240 303 CE 038 143
Paulson, Nancy Ann
Data Needs and Uses in the Context of an Occupational Information System: A Review of the Literature.

Research Triangle Inst., Durham, N.C.
 Spons Agency—National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC; North Carolina State Occupational Information Coordinating Committee, Raleigh.
 Pub Date—Mar 81

Note—127p; For related documents, see ED 230 709-711 and ED 231 991-998.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC06 Plus Postage.
 Descriptors—Career Choice, Career Education, *Career Planning, *Information Needs, *Information Systems, *Information Utilization, *Labor Market, Labor Needs, Labor Supply, Literature Reviews, *Occupational Information, Postsecondary Education, Secondary Education

This paper is intended to function as both a major analytic effort and a review of the literature relevant to the establishment of an occupational information system. An introduction is followed by a summary of the legislative history documenting the process by which occupational information has been increasingly recognized as an essential element in the policymaking agenda. Section 3 outlines the conceptual foundations underpinning the use of occupational information. The section includes a discussion of alternative theories of the labor market, interventions that are appropriate in a theoretical context, and the data elements required to implement and monitor such interventions knowledgeably. Theories of vocational decisionmaking are discussed, and an attempt is made to place the need for labor market and occupational data in the context of vocational choice. Section 4 discusses the uses of occupational information for planners and guidance personnel. Anticipated and known benefits of data use in the decisionmaking processes of these user groups are addressed. The fifth section is devoted to the identification of specific data elements necessary in an ideal occupational information system. A conclusion and a bibliography end the paper. Appendixes are author recommendations for data elements for an occupational information system and an annotated bibliography. (YLB)

ED 240 304 CE 038 144
Seckendorff, Robert S. Tate, Ann
A Study of the Perceptions of Selected Population Groups toward Vocational Education in the Secondary Schools of Nevada.

Pub Date—5 Dec 83
 Note—14p; Paper presented at the American Vocational Association Convention (Anaheim, CA, December 5, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Attitudes, *Educational Finance, Educational Research, Employee Attitudes, Employer Attitudes, Job Development, Parent Attitudes, *Program Effectiveness, Program Evaluation, *Relevance (Education), Secondary Education, Student Attitudes, Teacher Attitudes, *Vocational Education
 Identifiers—Nevada

A study sought to determine what four major populations think about six specific issues relating to vocational education programs. A secondary objective was to determine attitudes about some issues specific to each of the groups surveyed. The four population groups were eleventh grade male and female, vocational and academic students; parents; educators; and representatives of business and industry. All respondents were asked six common questions and other questions specific to the group. Respondents were almost unanimous regarding the importance of schools providing vocational education. Most of the respondents in all four groups indicated that vocational education was either very or somewhat important in attracting new industries. Responses indicated that more money should be spent on vocational education programs. The largest percentage of each group indicated that vocational education prepared young people fairly well for jobs. The adult populations were far more critical than students. Students were also asked about future

plans and program choices. Parents were questioned regarding their children's plans and programs. Teachers were asked why students take vocational education courses. Employers and workers gave vocational education graduates high marks in job performance. (YLB)

ED 240 305 CE 038 146
Rumberger, Russell
Demystifying High Technology. Occasional Paper No. 97.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
 Pub Date—84
 Note—25p.

Available from—National Center Publications, Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (OC 97-\$2.50).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Educational Needs, *Educational Responsibility, *Employment Projections, *Job Development, Job Skills, *Labor Market, Robotics, *Skill Obsolescence, *Technological Advancement, Vocational Education

Two myths about high technology are that it will be the primary source of new jobs and that it will vastly upgrade the skill requirements of jobs. Evidence does not support these myths. Most new jobs will not be in high tech fields, and technology will reduce the skill requirements. The Bureau of Labor Statistics predicts that high tech occupations will grow rapidly until 1990, but the actual numbers of jobs that will be created are quite small in comparison to other occupational categories. Technology is shaping the future economy by other forces. Robotics, automation, sophistication of some technologies, and movement of jobs overseas will result in job loss. New jobs will be created by technology in production and maintenance of robots. Skill requirements will also be affected. Reduced skills will be needed to use word processing equipment, computers, and cash registers. Educational implications from these changes include the need to increase and strengthen basic education; the need to strengthen the idea of lifelong, recurrent education; and the need to gear training and education toward adaptability and flexibility. Questions and answers about high technology, vocational education, and changes in the nature of work conclude the document. (YLB)

ED 240 306 CE 038 147
Youth Studies Abstracts, Vol. 3 No. 1.
 Australian National Univ., Canberra. National Clearinghouse for Youth Studies.
 Pub Date—Feb 84

Note—90p; For a related document, see CE 038 148.
 Journal Cit—Youth Studies Abstracts; v3 n1 Feb 1984

Pub Type—Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Abstracts, Bibliographies, Career Education, Cooperative Programs, Economic Development, Educational Policy, Educational Practices, Educational Research, *Education Work Relationship, Employment Patterns, *Employment Programs, Financial Support, Instructional Materials, Job Development, Job Training, Labor Market, Periodicals, *Public Policy, Research Reports, Resources, Rural Areas, Rural Education, School Role, Social Change, Social Science Research, Technological Advancement, Transitional Programs, Work Experience Programs, *Youth Employment
 Identifiers—*Australia

These abstracts summarize 73 research projects that were conducted in Australia during 1982 and 1983 to investigate various issues related to youth employment and unemployment. Included among the topics addressed in the individual research projects are the following: economic developments, education and rural communities; employment (changing patterns in local and regional labor markets); programs (career education, employment creation, income maintenance, school services, training programs, transition, work cooperatives, and work experience); social and technological change; unemployment; youth and education; youth labor markets; and youth unemployment (its analysis, effects, causes, and possible remedies). The abstracts are arranged according to the following four categories: policy analysis and research on social

and educational developments; program proposals, reports, and evaluations; program materials, bibliographies, and reports; and periodicals. (MN)

ED 240 307 CE 038 148
Youth Studies Bulletin, Vol. 3 No. 1.
 Australian National Univ., Canberra. National Clearinghouse for Youth Studies.
 Pub Date—Feb 84
 Note—111p.; For a related document, see CE 038 147.

Journal Cit.—Youth Studies Bulletin; v3 n1 Feb 1984

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.
 Descriptors—Access to Education, Coordination, Economic Research, Educational Cooperation, *Educational Policy, *Educational Practices, Educational Research, Employment Patterns, Enrollment Trends, Financial Support, Labor Market, Postsecondary Education, Program Implementation, *Public Policy, School Holding Power, Secondary Education, Social Science Research, *Youth Employment, *Youth Problems, *Youth Programs

Identifiers—*Australia

This bulletin deals with various problems, policies, and programs affecting youth in Australia. Included in the bulletin are the following articles: "Low Cost Rural Resettlement: A Youth Perspective," by Scott Williams; "And Now for Something Completely Different - or a Little More of the Same," by Margaret O'Connell; "Enrollments, Access, Participation, and Retention: Tertiary Education's Trendy Statistics," by Don Brewster, Leslie Riggs, and Carol Ey; "Co-ordination of Policy and Practices," by P.E.F. Kirby; "Income Support for Young People: An Abstract," by C. Blakers; "The Youth Labour Market: Trends and Patterns," by C. Blakers; "Some Labour Market Aspects of Youth Policy," by Richard Sweet; and "Federal Policy Relating to School Retention in Australia: A Critical Discussion," by Susan E. King. A review by Ronald Henderson of Tom O'Brien's book entitled "Job Generation. A Policy Proposal" and a review by Colin Power of D.S. Anderson and A.E. Vervorm's book entitled "Access to Privilege: Patterns of Participation in Australian Post-Secondary Education" are also included in the bulletin. (MN)

ED 240 308 CE 038 149
Mental Health Worker Training. A State-of-the-Art Reference on Statewide Mental Health Agency Training Programs.

Southern Regional Education Board, Atlanta, Ga. Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.

Pub Date—83

Grant—5-T15-MH16510

Note—210p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Allied Health Occupations, *Allied Health Occupations Education, Cooperative Programs, Course Descriptions, Curriculum, Educational Objectives, Educational Planning, *Educational Practices, Instructional Materials, *Job Training, *Mental Health, National Surveys, On the Job Training, *Paraprofessional Personnel, Program Content, Program Descriptions, Staff Development, *State Agencies, State of the Art Reviews, State Programs, Statewide Planning

Identifiers—*Mental Health Workers

A study examined the statewide mental health agency training programs for paraprofessional mental health workers that exist throughout the United States. During the study, researchers contacted all 50 state mental health manpower development offices and requested copies of statewide training programs, instructional materials, training needs assessment studies, and descriptions of unique training developments. Although there was little consensus about training priorities for paraprofessionals in community mental health agency positions, many states indicated that few new staff, whether professional or paraprofessional, had adequate skills for working with severely disturbed, chronically mentally ill clients. In addition, most respondents believed that two broad subject areas were important: case management skills necessary for developing linkages with community supportive services and skills in developing treatment plans. The ways in which different states have approached the problem of training mental health workers varied considerably.

bly. Included among the training strategies adapted by different states were the following: the development of statewide agreements with colleges or universities to define the conditions for training agency workers, the use of training materials for specialized subjects geared to several levels of staff, and the establishment of decentralized responsibility for developing training programs and materials. (This publication analyzes the findings of the survey in detail and provides examples of training materials.) (MN)

ED 240 309 CE 038 150
Federal Agencies' Implementation of the 1983 Emergency Jobs Appropriations Act.

Comptroller General of the U.S., Washington, D.C. Report No.—GAO/OACG-84-1

Pub Date—28 Nov 83

Note—38p.

Available from—U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (First five copies free; additional copies bound—\$3.25 each, unbound—\$1.00 each).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agency Role, Construction Programs, *Employment Programs, Federal Government, *Federal Legislation, Humanitarianism, *Job Development, *Poverty Programs, Program Administration, Program Effectiveness, *Program Implementation, Public Agencies, Public Facilities, Unemployment, *Welfare Services

Identifiers—*Emergency Jobs Appropriations Act 1983

A formal review was conducted to assess the efforts made by federal agencies to implement the 1983 Emergency Jobs Appropriations Act (EJAA). (The EJAA provided emergency supplemental appropriations to provide productive employment for jobless Americans, to hasten or initiate federal projects and construction of lasting value to the nation, and to provide humanitarian assistance to indigent persons.) The review, which examined the way that 18 different federal agencies implemented the EJAA, indicated that the agencies were generally taking appropriate actions to implement the Congressional mandate expressed in the bill. It was determined that the ability of agencies to obligate Title I EJAA funds quickly was dependent, in large measure, upon the types of programs involved, with welfare-type, grant-in-aid program funds being obligated more quickly than funds for facility construction, renovation, and maintenance. By the end of 1983, a total of \$933 million or about 43 percent of the Title I funds were obligated. Because no uniform, comprehensive reporting requirements exist for the number, nature, or duration of jobs created with EJAA funds, data in this area were incomplete. It appeared, however, that the agencies examined have generally allocated funds in accordance with the targeting provisions of the act. (MN)

ED 240 310 CE 038 152
Implementation of the Job Training Partnership Act. Hearings before a Subcommittee of the Committee on Government Operations, House of Representatives, Ninety-Eighth Congress, First Session (July 12, 14, and August 2, 1983).

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

Pub Date—83

Note—706p.; Not available in paper copy because of marginal legibility.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cooperative Programs, Coordination, *Educational Legislation, *Employment Programs, Evaluation Criteria, *Federal Legislation, Federal Programs, Financial Problems, Government Role, *Job Training, Program Administration, Program Effectiveness, Program Evaluation, Program Implementation, *Public Policy

Identifiers—*Job Training Partnership Act 1982, Private Sector, Public Sector

These Congressional hearings contain testimony dealing with the Job Training Partnership Act (JTPA). Included among those persons providing testimony at the hearings were representatives of the following agencies and organizations: the National Governors' Association, the Department of Labor, the Office of Management and Budget, the National Commission for Employment Policy, the

National Association of Counties, the National Alliance of Business, the National Association of Private Industry Councils, the AFL-CIO, and the Cumberland County Training Resource Center of Portland, Maine. The focus of the testimony was on various aspects of the implementation and evaluation of the JTPA, including the nature and extent of state and local governmental action in implementing the act, the development and use of interstate supportive structures to consolidate the program, the role of private industry councils (PICs) in implementing the act, and the development and utilization of performance standards to assess the effectiveness of JTPA programs. (MN)

ED 240 311 CE 038 154

VRA Extension and Increases in the GI Bill Rates.

Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

Pub Date—29 Sep 83

Note—51p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Educational Legislation, Educational Needs, *Employment Programs, *Federal Legislation, Financial Needs, Financial Support, Job Placement, Needs Assessment, Policy Formation, Postsecondary Education, Program Effectiveness, *Public Policy, *Student Financial Aid, Training Allowances, *Veterans, Veterans Education

Identifiers—*GI Bill, *Veterans Readjustment Appointment

These Congressional hearings contain testimony pertaining to the extension and modification of two federal programs for veterans, the Veterans' Readjustment Appointment Act (VRA) and the GI Bill. During the testimony, witnesses reviewed the effectiveness of VRA appointments. (A VRA is a non-competitive appointment to a federal civilian job that leads to competitive status and career or career-conditional tenure upon satisfactory completion of two years of service, education, and training.) The second part of the hearings involved an assessment of the adequacy of the current level of educational payments made under the Vietnam era GI Bill. Included among those persons providing testimony at the hearings were representatives of the following agencies and organizations: the Office of Personnel Management, the Disabled American Veterans, the National Economics Commission of the American Legion, the Veterans of Foreign Wars, and the Veterans' Administration. (MN)

ED 240 312 CE 038 155

Galambos, Eva C.

Issues in Vocational Education.

Southern Regional Education Board, Atlanta, Ga. Pub Date—84

Note—41p.

Available from—Southern Regional Education Board, 1340 Spring Street, NW, Atlanta, GA 30309 (\$3.00).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Articulation (Education), *Cooperative Planning, Coordination, Educational Change, Educational Cooperation, Educational Improvement, *Educational Needs, *Educational Objectives, *Educational Planning, Educational Policy, Educational Practices, Enrollment, Geographic Location, Needs Assessment, Policy Formation, Postsecondary Education, Program Improvement, Relevance (Education), School Business Relationship, School Role, Secondary Education, State of the Art Reviews, *Vocational Education

Identifiers—*United States (South)

The vocational education programs in the 14 Southern Regional Education Board (SREB) member states were examined in order to obtain an overview of the objectives of vocational education and the coordination of vocational programs between secondary and postsecondary institutions in those states. It was determined that 3.5 million high school students in the SREB region were enrolled in vocational education programs in 1980-81. While the fundamental purpose of vocational education, at least from the federal perspective, is to prepare individuals for gainful employment, many SREB member states have developed their own philosophies and directions for vocational education. Thus, the

policies of different states reflect varying degrees of concern for basic skills preparation, occupationally specific training, on-the-job and cooperative training programs, and exploratory or prevocational education. To maximize the efficient delivery of occupational training, educational policymakers and planners in SREB member states must coordinate the activities of the secondary and postsecondary sectors. The development of adequate coordination among secondary and postsecondary institutions in any one area requires that planners define articulation issues, reassess the relevancy of program offerings to market needs, and address the issues of program capacity and governance. (MN)

ED 240 313 CE 038 157
Assess Student Performance: Knowledge. Second Edition. Module D-2 of Category D-Instructional Evaluation. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-89606-143-4

Pub Date—84

Note—71p.; For related documents, see ED 228 460, ED 236 356, and CE 038 158.

Available from—American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Behavioral Objectives, *Cognitive Measurement, *Competency Based Teacher Education, Evaluation Criteria, *Evaluation Methods, Learning Modules, Measurement Techniques, Postsecondary Education, *Student Evaluation, Teaching Skills, *Test Construction, Test Items, Vocational Education Teachers

This module, one in a series of 127 performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, deals with assessing student performance. Addressed in the individual learning experiences are the following topics: understanding the considerations involved in assessing student cognitive performance; constructing multiple-choice, matching, completion, true-and-false, essay, oral, case study, and problem-solving items to measure the achievement of selected student performance objectives; and assessing student cognitive performance in an actual teaching situation. Each learning experience contains an objective, instructional text, one or more learning activities, and a feedback activity. (MN)

ED 240 314 CE 038 158
Develop a Lesson Plan. Second Edition. Module B-4 of Category B-Instructional Planning. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-89606-141-8

Pub Date—84

Note—36p.; For related documents, see ED 228 460, ED 236 356, and CE 038 157.

Available from—American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, *Competency Based Teacher Education, *Instructional Development, Learning Modules, *Lesson Plans, *Material Development, Postsecondary Education, *Teaching Skills, Vocational Education Teachers This module, one in a series of 127 performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, deals with developing a lesson plan. Discussed in the first section of the module are the individual parts of the lesson plan and the way in which they fit together. In order to complete the final learning experience provided in the module, students are required to develop a lesson plan for an actual teaching situation. Each learning experience contains an objective, instructional text, one or more learning activities, and a feedback activity. (MN)

ED 240 315

Worthington, Robert M.

The Future Role of Vocational Guidance: A National Perspective.

Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Sep 83

Note—8p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Cooperation, Career Counseling, Career Development, Career Education, *Career Guidance, Counseling Services, Educational Legislation, Elementary Secondary Education, Federal Aid, Federal Legislation, *Futures (of Society), *Guidance Programs, Individual Needs, *Labor Force Development, Postsecondary Education, School Business Relationship, Vocational Education

Vocational guidance is a comprehensive, developmental program designed to meet the career development, vocational education, and employment needs of all ages in all communities. Federal legislation emphasizes vocational guidance and counseling programs as essential to the successful placement of individuals in careers. The Vocational Education Act of 1963 as amended in 1976 provides funding for vocational guidance programs; the Office of Vocational and Adult Education (OVAE) provides policy direction, coordination, and leadership in this field. Vocational guidance contributes to meeting both individual and societal needs. As American jobs change, counselors can help people meet the challenge of change. In the future, vocational guidance must assume leadership to ensure that comprehensive guidance programs, services, and activities are an integral part of the vocational education program and take an aggressive role to develop and enhance existing relationships with the private sector. In line with these needs, OVAE is providing leadership through supportive research, coordination, and various kinds of technical assistance. (YLB)

ED 240 316

Development of Procedures for Generating Alternative Allied Health Manpower Requirements and Supply Estimates.

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md. Bureau of Health Professions.

Report No.—DHFA-8-82

Pub Date—Apr 82

Contract—HRA-232-80-0038; HRA-232-80-0043

Note—361p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*Allied Health Occupations, Allied Health Occupations Education, Allied Health Personnel, Audiology, *Data Collection, Dental Assistants, Dental Hygienists, Dental Technicians, Dietitians, Employment Projections, *Information Sources, Inhalation Therapists, *Labor Needs, *Labor Supply, Medical Assistants, Medical Record Administrators, Medical Record Technicians, Medical Technologists, Occupational Therapists, Occupational Therapy Assistants, Physical Therapists, Physical Therapy Aides, Radiologic Technologists, Speech Pathology

Identifiers—Language Pathology, Respiratory Therapists

This report presents results of a project to assess the adequacy of existing data sources on the supply of 21 allied health occupations in order to develop improved data collection strategies and improved procedures for estimation of manpower needs. Following an introduction, chapter 2 provides a discussion of the general phases of the project and makes general recommendations for procedures to improve supply estimates and to improve estimations of requirements for allied health personnel. Chapters 3 to 11 contain individual reports and recommendations for each of the 21 occupations within the nine occupational clusters in this study. For each occupation, the discussion includes an overview of the occupation, definition of the population within the occupation, a description and assessment of data sources, and recommendations for estimating the supply within each occupation, current requirements, and future requirements. Each chapter also contains a summary of findings of the interviews conducted with individuals knowledgeable of

CE 038 164

the cluster and personnel-to-population ratios for each occupation for which data were available. (YLB)

ED 240 317

Nurse Supply, Distribution and Requirements. 3rd Report to the Congress. Nurse Training Act of 1975.

Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Nursing.

Report No.—HRA-82-7

Pub Date—17 Feb 82

Note—234p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Allied Health Occupations, Allied Health Occupations Education, *Employment Projections, Higher Education, *Job Skills, *Labor Needs, *Labor Supply, *Nurses, Nursing, Nursing Education, Occupational Information, Postsecondary Education, Practical Nursing

This report focuses on the supply, distribution of, and requirements for nursing. The first chapter describes the supply of registered and licensed practical nurses. Characteristics of the overall nursing supply are discussed in terms of marital status, age, and employment patterns. Data are also provided on nurses newly licensed to practice, males, and minorities. Projections are made of the supply of registered and licensed practical nurses. Chapter 2 reexamines two approaches for determining requirements for registered nurses: the historical trend-based model that identifies the impact of health system changes on requirements and the criteria-based model that is designed from the development of health care goals. The two sets of requirement projections are compared with four sets of supply projections based on alternative assumptions about the number and types of graduates that might be available. Recommendations are made in chapter 3 for the role of the federal government in support of nurses training and for advanced preparation in nursing. Appendixes, amounting to approximately one-third of the report, include 41 data tables and a list of references. (YLB)

ED 240 318

Lassan, Rebecca G.

Learning Style Differences: Registered Nurse Students vs. Generic Student Nurses at the Baccalaureate Level.

Pub Date—84

Note—29p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Style, *College Students, Curriculum Development, Higher Education, *Nurses, *Nursing Education

This study examined and compared learning style differences between students who were registered nurses working for a bachelor's degree and generic student nurses who were working for a nursing degree as well as a bachelor's degree. The population surveyed included all registered nursing students and a selected number of generic student nurses (126 total subjects). The study controlled for level of program (upper division), sex (female), and educational and work experience (registered nursing students must have received their basic preparation in diploma schools of nursing and generic student nurses must have had a minimum of one year's health and/or nursing work experience). The instrument used was the Learning Style Inventory developed by David Kolb to measure individual learning styles derived from experiential learning theory. Data were analyzed by analysis of variance, repeated measures design. Findings indicated that the groups were similar in learning styles. Registered nursing students and generic student nurses more closely resembled each other as they progressed from junior to senior level. As seniors, both groups tended to become more able to learn by a variety of methods rather than by assuming a permanent learning style. Results of data analyses support similarity rather than diversity of course design as an acceptable base upon which curriculum designed for the education of both types of students can be developed. (Author/KC)

ED 240 319

Bentley, Barbara S. And Others

National Sample Survey of Registered Nurses II.

Status of Nurses: November 1980.

Research Triangle Inst., Durham, N.C.

Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md. Bureau of Health

CE 038 181

CE 038 187

Professionals

Pub Date—Sep 82

Note—222p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Adult Education, Career Education, Demography, *Educational Background, Employment Level, *Employment Patterns, Higher Education, *Individual Characteristics, National Surveys, *Nurses, Nursing Education

This report provides data describing the nursing population as determined by the second national sample survey of registered nurses. A brief introduction is followed by a chapter that presents an overview of the survey methodology, including details on the sampling design, the response rate, and the statistical reliability. Chapter 3 provides a summary of the findings from data on 30,375 nurses who represent an 80 percent response rate. Data are relative to the status of nurses as of November 1980. In chapter 4 the registered nursing population is described in terms of demographic characteristics, educational background, employment status of nurses employed in nursing, and characteristics of nurses not employed as nurses. Each section contains a discussion of the topic with textual exhibits and a set of related tables in the back of the section. Appendixes include the questionnaire, information on statistical methods, information on the reliability of sample estimates and calculation of generalized variances, and tables of sampling errors of selected statistics calculated through direct methods. (YLB)

ED 240 320

CE 038 193

Kayer, Terrence F. Brown, James M.

Pilot Testing a Model of School Adjustment for Postsecondary Vocational Education Programs.

Pub Date—Apr 83

Note—82p.; Presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, Educational Research, Postsecondary Education, *Questionnaires, Reliability, *Student Adjustment, *Student Characteristics, *Validity, *Vocational Education

Identifiers—Minnesota

A study examined educational adjustment (the personal and environmental compatibility with an educational program) and its relationship to several variables to which it is believed to be related. These variables included measures of satisfaction and satisfaction, several aptitude measures, and a series of demographic variables obtained from student records. Participants in the small validation effort were 96 students from a small, rural area vocational technical institute in central Minnesota in six different programs: all-female, all-male, and mixed-gender. Two questionnaires were developed for use: a student satisfaction (performance) questionnaire and a student satisfaction questionnaire. Results of analyses seemed to support the reliability and validity of the two constructs, satisfaction and satisfaction; the acceptance of the results of the canonical correlation analysis rejected the hypothesis that no relationship exists between the two sets of variables. A constructed measure of educational adjustment was also accurately described by the relationship between the satisfaction and satisfaction variables on a program-by-program basis. (Appendixes include data on factor/item relationships and factor loadings after varimax rotation.) (YLB)

ED 240 321

CE 038 194

Carfio, James Shwedel, Allan

Utilizing Federal Reporting Requirements to Generate Useful Data at the Local Level: Creating an Open-Book Data Base.

Pub Date—Oct 83

Note—45p.; Presented at the Annual Meeting of the New England Educational Research Association (Ellenville, NY, October 26-28, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Data Analysis, *Databases, *Data Collection, *Followup Studies, Graduate Surveys, Information Sources, Postsecondary Education, Two Year Colleges, *Vocational Education

Identifiers—*Massachusetts, *Vocational Education Data System

Various procedures, technologies, and products were developed by the Massachusetts Board of Regents and the Massachusetts Community Colleges in implementing the student followup component of the Vocational Education Data System (VEDS). The Board of Regents took the lead in coordinating the VEDS followup study among the 15 state-supported community colleges. A key feature of the followup study planning sessions was discussion about collecting useful information beyond the minimum required for the VEDS report. An open-book database approach was adopted instead of minimal compliance with federal regulations. An operational analysis of the outcomes from the process included the organizational planning and structure that evolved from the groundwork for this project, the project products such as applications software, and operational difficulties encountered in implementing the project (content validity, confidentiality, and access). Data analyses were conducted at several different levels to produce reports for the federal government, state educational agencies, and the community colleges. (Selected aspects of these analyses are summarized.) (YLB)

ED 240 322

CE 038 196

Perky, Sandra Dutreau And Others

Highway Maintenance Equipment Operator. Specialized Equipment. Training Materials.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—83

Note—990p.; For a related document, see CE 038 197. Developed in cooperation with the Kansas Department of Transportation, the Oklahoma Department of Transportation, and the New Mexico Highway Department.

Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, OK 74074 (Write for price).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Vocational Education, Behavioral Objectives, Competency Based Education, Curriculum Guides, Equipment, *Equipment Maintenance, *Equipment Utilization, *Highway Engineering Aides, *Job Training, Learning Activities, Postsecondary Education, Refresher Courses, Retraining, *Road Construction, Safety, Tests, *Trade and Industrial Education, Transparencies, Units of Study

Identifiers—*Highway Maintenance

This curriculum guide provides instructional materials to assist in training equipment operators in the safe and effective use of highway maintenance equipment. It includes 18 units of instruction covering the large equipment used in maintenance operations. Each unit of instruction consists of eight basic components: performance objectives, teacher activities, information sheets (content essential for meeting the cognitive objectives), assignment sheets (applications of knowledge that are prerequisites to skill development), job sheets (procedures to complete a manipulative or psychomotor skill), transparency masters, tests, and test and assignment sheet answers. Eighteen pieces of equipment are included: motor graders, asphalt distributor, rollers, dozer, backhoe, cranes and attachments, cherry picker (aerial bucket truck), spreader (self-propelled), mud jack, asphalt laydown machine, asphalt recycling machines, bridge snapper, snow blower, stripping and painting equipment, pugmill, vacuum sweepers, crack-sealing equipment, and rigging. For each piece of equipment, this manual covers uses in highway maintenance, controls, attachments, procedures for effective operation, inspection and service, basic operating procedures, typical maintenance operations, and safety procedures. The materials are suitable for students who are new employees, seasoned operators upgrading skills, or skilled operators reviewing procedures and using these materials for reference. (YLB)

ED 240 323

CE 038 197

Perky, Sandra Dutreau And Others

Highway Maintenance Equipment Operator. Miscellaneous Equipment. Training Materials.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—83

Note—265p.; For a related document, see CE 038 196. Developed in cooperation with the Kansas

Department of Transportation, the Oklahoma Department of Transportation, and the New Mexico Highway Department.

Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, OK 74074 (Teacher—\$15.00, Student—\$23.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Vocational Education, Behavioral Objectives, Competency Based Education, Curriculum Guides, Equipment, *Equipment Maintenance, *Equipment Utilization, *Highway Engineering Aides, *Job Training, Learning Activities, Postsecondary Education, Refresher Courses, Retraining, *Road Construction, Safety, Tests, *Trade and Industrial Education, Transparencies, Units of Study

Identifiers—*Highway Maintenance

This curriculum guide provides instructional materials to assist in training equipment operators in the safe and effective use of highway maintenance equipment. It includes six units of instruction covering the small, specialized equipment used in maintenance operations. Each unit of instruction consists of eight basic components: performance objectives, teacher activities, information sheets (content essential for meeting the cognitive objectives), assignment sheets (applications of knowledge that are prerequisites to skill development), job sheets (procedures to complete a manipulative or psychomotor skill), transparency masters, tests, and test and assignment sheet answers. Six pieces of equipment are included: oxyacetylene cutting equipment, air compressors and attachments, sweepers, concrete saws, spray equipment, and sandblaster and hydroblaster. For each piece of equipment, this manual covers uses, operation, application, and safety procedures. The materials are suitable for students who are new employees, seasoned operators upgrading skills, or skilled operators reviewing procedures and using these materials for reference. (YLB)

ED 240 324

CE 038 198

Teague, Cash Pewewardy, Garner

Industrial Electricity: Motors. Oklahoma Trade and Industrial Education.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Spons Agency—Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Trade and Industrial Education.

Pub Date—84

Note—502p.

Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1515 West Sixth Street, Stillwater, OK 74074 (Teacher—\$18.50, Student—\$18.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Vocational Education, Behavioral Objectives, Competency Based Education, Curriculum Guides, *Electricity, *Electric Motors, *Equipment Maintenance, *Industry, Learning Activities, Postsecondary Education, Safety, Secondary Education, Tests, *Trade and Industrial Education, Transparencies, Units of Study

Identifiers—*Industrial Electricity

This curriculum guide provides competency-based instructional materials for training in the field of industrial electricity. Materials are not geared to a specific grade level and may be used with secondary and postsecondary students as well as part- and full-time adult students. The guide includes three sections and ten instructional units. Each unit of instruction consists of eight basic components: performance objectives, teacher activities, information sheets (content essential for meeting the cognitive objectives), assignment sheets (applications of knowledge that are prerequisites to skill development), job sheets (procedures to complete a manipulative or psychomotor skill), transparency masters, tests, and test and assignment sheet answers. Section A on DC motor systems contains two units: DC Motors and DC Motor Controls. In section B on AC motor systems are seven units: Introduction to AC Motors, Shaded Pole Motors, Split Phase Motors, Capacitor Motors, Three Phase Motors, Contactors and Motor Starters, and AC Motor Controls. Section C on motor generators consists of one unit, Motor Generators. (YLB)

ED 240 325 **CE 038 203**

Educational Model to Facilitate Deinstitutionalization and the Assumption of the Normal Societal Role of Worker for Emotionally Disabled Citizens. Final Report 1982-83.

Greystone Psychiatric Hospital, NJ.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

Pub Date—30 Jun 83

Note—49p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, *Consumer Education, *Daily Living Skills, *Deinstitutionalization (of Disabled), *Emotional Disturbances, *Home-making Skills, Job Skills, Models, Money Management, Nutrition, Practical Arts, Program Development, *Program Implementation, Secondary Education, Staff Development, Travel Training, Vocational Education, Work Attitudes

A joint collaborative effort between Greystone Park Psychiatric Hospital and the Parsippany Adult School had as its objective the facilitation of the deinstitutionalization and the assumption of the normal societal role of workers for emotionally disabled citizens. This was to be accomplished through the development, delivery, and refinement of a consumer and homemaking daily living skills educational model. Specific project objectives included the provision of instruction in these educational modules: basic housekeeping, use of transportation, money management, wise consumer shopping, nutrition and meal preparation, use of community leisure and social service resources, and orientation to the world of work. Parsippany Adult School provided daily instruction to 23 Greystone residents and their eight accompanying staff. Staff were thus provided with a new role as a teacher. Instructional sites were within a transitional unit at the hospital. Community-based experiences were an integral part of the project. Residents showed improvement in most areas of instruction. Staff participants developed and implemented numerous individual instructional lessons on their own for residents and offered assistance in daily lessons and learning activities. Appendixes include an assessment instrument, data, a project brochure, and bibliographies for each instructional area. (YLB)

ED 240 326 **CE 038 210**

Paul, Daniel M. Kantowitz, Jonathan D.

Microcomputers/Adult Basic Education: A Project Directed at Implementing CAI for Adult Learners and Identifying Courseware for GED/ABE Programs. Report No. 1. Implementing Computer Assisted Instruction in Adult Basic Education Programming: Observations in a Rural Setting. Report No. 2. Selected Courseware for GED/ABE Programming.

Shenandoah Valley School District, Shenandoah, PA.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.

Pub Date—[83]

Note—189p.; For a related document, see ED 228 457.

Pub Type—Reports - Descriptive (141) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Adult Basic Education, Adult Education, *Adult Programs, *Computer Assisted Instruction, *Computer Programs, Educational Research, *High School Equivalency Programs, Microcomputers, Student Attitudes, Teacher Attitudes

Identifiers—310 Project, *General Educational Development Tests

This report provides research on the ramifications of implementing computer-assisted instruction (CAI) within the established framework for conducting adult basic education. The first part is narrative beginning with an historical overview of CAI. Topics include the availability of computer hardware in public schools, teacher preparation for CAI, and the role of computers in educational settings. CAI is defined, and theoretical and research support for CAI is presented. The project setting and anticipated consequences are then described. The courseware selected is listed, and learner and instructor responses to the types of courseware available are reported. Other sections discuss nontraditional and traditional instructional strategies using CAI, integration of CAI, attitudes of stu-

dents and instructors toward CAI, and outcomes. The second part of the report is a compilation of courseware that may be appropriate for GED preparation. They are arranged by these subject areas: writing skills, social studies, science, reading skills, and mathematics/basic skills. Each description provides a title, an annotation, a computer model, and costs. Courseware choices for a limited budget are arranged by computer model. A list of courseware descriptions for adult basic education programming is also included. (YLB)

ED 240 327 **CE 038 213**

Use of a Newspaper as a Distance Teaching Medium: A Case Study.

College Marie-Victorin, Montreal (Quebec).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Literacy, Adult Education and Rural Development.

Report No.—ED-83/WS/58

Pub Date—Sep 83

Note—51p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Distance Education, *Evening Programs, *Extension Education, Foreign Countries, *Higher Education, *Lecture Method, *Newspapers, Postsecondary Education Identifiers—College Marie-Victorin PQ, La Presse The College Marie-Victorin and La Presse, a French Canadian daily newspaper, have formed a partnership to offer distance education. Five stages have occurred in the transition from programmed instruction to extension courses. Programmed instruction offered by the college has been followed by four stages of courses offered by the college in cooperation with La Presse: conventional courses at the college level published in the newspaper, college-level courses offered in "script-visual" form, a college-level course on cross-country skiing, and college-level extension courses, lecture evenings, and new objectives. The college is responsible for developing educational content, contracts with teachers, and reprints of course content. Both partners are responsible for advertising. Participants at the jointly organized lecture evenings are asked for comments and suggestions for evaluation purposes. An assessment of personal satisfaction has been made of one course, "Play and the Child." Replies to questionnaires indicate that respondents were satisfied with course content, that the content of the lectures interested those who attended, and that overall the participants were satisfied with the distance teaching method. (Appendixes include a list of courses, data tables, and a user's guide to the course evaluation.) (YLB)

ED 240 328 **CE 038 215**

A Study of the Significant Factors That Affect the Job Placement Rates of Students Who Have Completed a HERO Program.

Instructional Development and Evaluation Associates, Inc., Berkeley, Mich.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—Sep 81

Note—203p.; For related documents, see CE 038 216-217.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Educational Strategies, *Home Furnishings, Home Management, Influences, *Job Placement, *Job Training, Models, *Occupational Home Economics, *Outcomes of Education, Pilot Projects, Program Content, Program Design, *Program Effectiveness, Program Evaluation, Questionnaires, Research Methodology, Services, State Surveys, Teaching Methods Identifiers—*Home Economics Related Occupations, Michigan

A three-year study examined the significant factors that affect the job placement rates of students completing a Home Economics Related Occupations (HERO) program. Other purposes of the study were to develop and pilot test a model that could be used to determine factors related to student placement in a variety of vocational education programs and to provide a thorough description of the HERO programs under study. To obtain data for the first year of the study, researchers visited 30 HERO programs at nine different sites throughout Michigan. The focus of the study was on HERO programs in either home furnishings, equipment and services, or

institutional home management and supporting services. A mail survey instrument was also developed and sent to all other sites in Michigan that offered HERO programs in either of these two subject areas. Based on data from both the site visits and the mail questionnaires, it was determined that these sites with high placement rates generally had one-year programs that made extensive use of job shadowing and provided vocational interest screening for interested students. The most successful programs also appeared to place a high degree of emphasis on providing career opportunity awareness resources and training for guidance counselors. (Appended to this report are the survey instruments and discussions of the study findings.) (MN)

ED 240 329 **CE 038 216**

A Study of the Significant Factors That Affect the Job Placement Rates of Students Who Have Completed a HERO Program. Year 2 Report.

Instructional Development and Evaluation Associates, Inc., Berkeley, Mich.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—May 82

Note—89p.; For related documents, see CE 038 215-217.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Case Studies, *Child Care Occupations, *Clothing, Educational Strategies, *Food Service, Influences, *Job Placement, Job Training, Models, *Occupational Home Economics, *Outcomes of Education, Pilot Projects, Program Content, Program Development, Program Effectiveness, Program Evaluation, Questionnaires, Research Methodology, State Surveys, Teaching Methods

Identifiers—Food Production, *Home Economics Related Occupations, Michigan

A three-year study examined the significant factors that affect the job placement rates of students completing a Home Economics Related Occupations (HERO) program. Other purposes of the study were to develop and pilot test a model that could be used to determine factors related to student placement in a variety of vocational education programs and to provide a thorough description of the HERO programs under study. During the second year of the study, researchers visited 145 program sites throughout Michigan that had HERO programs in child care; food management, production, and services; and clothing management, production, and services. Data from each of the site visits were organized first into individual case studies and were then analyzed collectively to ascertain factors associated with student job placement rates. While many of the findings were specific to only one of these programs, four findings applied across all three programs. First, program assessment procedures should be used for program evaluation and should be enacted at least once each year. In addition, multiple resources should be used in curriculum development, and promotional activities should be targeted to guidance counselors. Finally, student follow-up should be used for program modification. (A list of programmatic recommendations are appended.) (MN)

ED 240 330 **CE 038 217**

A Study of the Significant Factors That Affect the Job Placement Rates of Students Who Have Completed a HERO Program. Year Summary Report.

Instructional Development and Evaluation Associates, Inc., Berkeley, Mich.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—Sep 83

Note—298p.; For related documents, see CE 038 215-216.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Educational Strategies, *Evaluation Utilization, *Followup Studies, Influences, Information Dissemination, *Job Placement, *Occupational Home Economics, Outcomes of Education, Program Development, Program Implementation, *Public Relations, *Research Design, Research Methodology, Research Utilization, State Surveys, Teacher Workshops, Teaching Methods Identifiers—*Home Economics Related Occupations, Michigan

A three-year study examined the significant fac-

tors that affect the job placement rates of students completing a Home Economics Related Occupations (HERO) program. Other purposes of the study were to develop and pilot test a model that could be used to determine factors related to student placement in a variety of vocational education programs and to provide a thorough description of the HERO programs under study. The third and final project year focused on providing information to HERO projects based upon the previous two years of research. Findings from these two years of research relating to use of evaluation data, implementation of follow-up procedures, and development of public relations programs were organized into seminar presentations and handout materials. These materials were disseminated at a day-long conference for HERO staff. In addition, technical assistance and migrants were provided to instructors and other individuals associated with HERO programs during the final year of the project. (Appended to this report are tables summarizing the results of the first two years of the study; materials from workshops dealing with promoting vocational programs, utilizing student follow-up data to enhance vocational programs, and evaluating vocational programs; and a process guide explaining how to design a study to determine significant factors affecting placement rates of students graduating from vocational education programs.) (MN)

ED 240 331

CE 038 219

Grad. Marcia Shaper, Albert

Federal and State Policies for Entrepreneurship Education.

Spons Agency—Small Business Administration, Washington, D.C.

Pub Date—Sep 81

Contract—SBA-80-2903

Note—54p.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Business Administration, *Business Education, Curriculum Development, *Educational Policy, *Educational Research, *Entrepreneurship, Federal Government, Literature Reviews, Policy Formation, Research Needs, *Small Businesses, State Government

The topical papers on entrepreneurial education presented at the Conference on Research and Education in Entrepreneurship at Baylor University in March 1980 were analyzed and policy options were developed. A review of the conference materials concentrated on identifying the key questions to be answered when establishing entrepreneurship policy and identifying implementation priorities. The key policy questions asked were concerned with the effect of governmental policies and actions on stimulating entrepreneurship, the levels and sectors of education that should receive government emphasis, development of educational materials and approaches that address the affective rather than the cognitive, and areas of research, including development of a database, entrepreneurial educational research, and research on entrepreneurship and small business. Criteria were then determined to include or exclude specific policy options. The following policy options for university activities were suggested: providing research support; providing fellowships for doctoral and postdoctoral students; providing systematic support for professional society activities, journals, and special awards for entrepreneurial research; developing a research and education clearinghouse; increasing small business consulting; creating visiting consultancies; and providing improved continuing education. Policy options for secondary and career education included developing concepts of entrepreneurship role models, extracurricular activity, curriculum, and a national project. (YLB)

ED 240 332

CE 038 223

On-Site Child Care Training for Physically Handicapped, Mentally Alert Adults. Final Report, 1983-84.

United Cerebral Palsy of Monmouth and Ocean Counties, Long Branch, NJ.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

Pub Date—84

Note—16p.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Adult Programs, *Cerebral Palsy, Child Caregivers, *Child Care Occupations, *Day Camp Programs, Day Care, Job Skills, Job Train-

ing, *Occupational Home Economics, *On the Job Training, Physical Disabilities, Program Effectiveness, Program Implementation

Identifiers—New Jersey

A project was undertaken to create a program of training to prepare physically handicapped but mentally alert clients of United Cerebral Palsy of Monmouth and Ocean Counties, Inc. in New Jersey for employment in various child care situations. Training was provided at the adult program site, Camp Oakhurst. During the project, 10 clients of the adult program provided supervised child care for up to five active young children who belonged to members of the camp staff. The participating clients were fully involved in every phase of the planning, implementation, and evaluation of the project. The program provided practical supervised educational opportunities that enabled the 10 clients to gain child care experience, skill, confidence, and credibility. Based on the evaluations of the project made by those implementing and those participating in it, recommendations were made calling for the adaptation of a similar project by other agencies, schools, and industries. (Appended to this report are an evaluation form, an application for children, and a handbook.) (MN)

ED 240 333

CE 038 225

Vocational Counseling Project. Final Report, 1982-83.

Teaneck Board of Education, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

Pub Date—83

Note—46p.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Career Counseling, Coordination, *Disabilities, *Dropout Prevention, Educational Cooperation, Education Work Relationship, *Job Placement, Linking Agents, Program Effectiveness, Program Implementation, Secondary Education, *Student Evaluation, Transitional Programs, *Vocational Adjustment

Identifiers—New Jersey, *Vocational Counseling Project NJ

The Vocational Counseling Project was undertaken to provide secondary-level handicapped students, who were identified as possible dropouts, with vocational counseling and support to facilitate post-high school adjustment. In addition, project staff were supposed to determine the readiness of secondary-level handicapped students for work placement, to serve as liaison between special education teachers and the district vocational placement counselor, and to serve as liaison to county social service agencies. During the project, members of the project staff conducted screening interviews to select students, provided individual counseling and assessment services, implemented student employment and parent workshops, worked to enhance staff interaction, developed a career library, and held a vocational and career fair. In all, services were provided for 92 students in five classrooms. Based on exit interviews with the students participating in the project, on attendance and tardiness data from the five participating in the project, and on attendance and tardiness data from the five participating classrooms, it was concluded that student attendance improved significantly after participation in the counseling project. Data from worksite supervisor and classroom teacher ratings, however, failed to indicate any significant improvement in student attitudes and behaviors after participation in the vocational counseling program. (This report includes a series of tables and charts summarizing data on student performance before and after participation in the project.) (MN)

ED 240 334

CE 038 231

The Career Exploration Program. Final Report, 1982-83.

New Brunswick Board of Education, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

Pub Date—83

Note—50p.; COPS Interest Inventory and Self Interpretation Profile and Guide were removed from the Appendix due to copyright restrictions.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Adult Basic Education, Adult Programs, Basic Skills, *Career Counseling, *Career Exploration, *Communication Skills, Counseling

Services, Curriculum Development, Employment Potential, Individualized Instruction, Interest Inventories, *Job Search Methods, Job Skills, *Problem Solving, Program Effectiveness, Program Implementation, Questionnaires, Self Evaluation (Individuals), Student Evaluation, Urban Areas, Urban Education, Workshops

Identifiers—*Career Exploration Program, New Jersey

The Career Exploration Program was conceived to provide needed vocational guidance and counseling for adults enrolled in adult high school, basic skills, and general educational development (GED) preparation programs. The primary focus of the project was on meeting the interlocking educational and employment needs of urban adults by increasing their vocational awareness, knowledge of available jobs, and the training routes to them and also by helping them develop effective job-seeking, retention, problem-solving, and communication skills. These objectives were implemented in a three-part program that involved a series of individual and small group activities to increase vocational and career awareness, as well as assessment procedures to identify and delineate the skills required to reach clients' specific goals. The plan was then to incorporate these skills into an individualized basic skills instructional program and to conduct workshops and discussion sessions designed to assist students in obtaining and retaining jobs. During the six months of its operation, the Career Exploration Program provided a flexible opportunity that gave students a variety of opportunities to enhance their career awareness, basic skills, and self-esteem. (Included along with this report are the COPS Interest Inventory, a self-assessment questionnaire, a program outline, a list of program behavioral objectives, and publicity materials.) (MN)

ED 240 335

CE 038 232

Career Links: Awakening Awareness to Factors Linking Educational Choice to Occupational Interests. Final Report, 1982-83.

Project Link Educational Center, Newark, NJ.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

Pub Date—83

Note—23p.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Black Students, *Career Choice, Career Development, *Career Education, Economically Disadvantaged, Goal Orientation, Inner City, Junior High Schools, Junior High School Students, Role Models, *School Choice, Self Concept, Sex Fairness, Student Evaluation, *Vocational Interests, *Vocational Maturity

A program in career linkages was conducted at Project Link Educational Center to bring the students to greater self-awareness in terms of their personal qualities, abilities, interests, and determinations and to express and examine these in relation to their occupational interests and goals. (Project Link Educational Center is a tuition-free, nonsectarian, nonpublic junior high school serving 100 inner-city black youth of Newark.) Program procedures included individual interviews with students, secondary school placements, assessment of career maturity, administration of occupational checklists, interdisciplinary career week, career awareness field trips, role model experiences, slide/photo presentations, postassessment of career maturity, disseminations, and community career representatives follow-up. Parents, teachers, and professionals in career areas demonstrated strong cooperation in the school's efforts to provide career education. Based on results of an occupational checklist, renewed efforts to eliminate sex bias and sex role stereotyping were required. The Career Maturity Inventory results showed that the major problem is an attitudinal one based on indecision. Students eagerly anticipated and valued the role model experiences. (YLB)

ED 240 336

CE 038 238

An Instructional Approach to Training Severely and Profoundly Retarded Persons in Vocational Settings. Final Report, 1982-83.

American Inst. for Mental Studies, Vineland, NJ.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

Pub Date—83

Note—18p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Feasibility Studies, Individualized Instruction, *Job Skills, Motor Development, Perceptual Development, *Perceptual Motor Learning, Remedial Instruction, *Severe Mental Retardation, *Special Education, Task Analysis, *Teaching Methods, *Vocational Education
Identifiers—Bennett Hand Tool Test, Stromberg Dexterity Test, VIEWS Faucet Assembly, VIEWS Screen Assembly

A study tested the feasibility of a task-analytical instructional approach to developing vocational skills for severely and profoundly retarded individuals. During the study, each of 43 severely and profoundly retarded individuals received twelve 15-minute individual training sessions on each of four selected vocational tasks (the Stromberg Dexterity Test, the Bennett Hand Tool Test, the VIEWS Screen Assembly, and the VIEWS Faucet Assembly). During each training session, subjects were guided through a series of analytically task-defined steps necessary for the successful completion of the task, and the trainer recorded the type of prompt that was required to gain successful performance. Analysis of the degree of independence achieved for the completed steps in each training task provided clear and consistent evidence of the effectiveness of the training. Pretest and posttest analyses also indicated improvements in overall fine motor skills as a result of training. The results of the study were interpreted as providing clear evidence of the utility of systematic training for remediated perceptual and motor deficits in severely and profoundly retarded adults. (MN)

ED 240 337 **CE 038 239**

Alexander, William Caldwell, Marica
Characteristics of Special Needs Learners.
Trenton State Coll., N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

Pub Date—83

Note—55p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accessibility (for Disabled), Access to Education, Communication Disorders, Cooperative Education, Cooperative Programs, Correctional Education, Delinquency, Disabilities, *Disadvantaged Youth, Diseases, Economically Disadvantaged, Educationally Disadvantaged, English (Second Language), *Exceptional Persons, Gifted, Guidelines, Handicap Identification, Hearing Impairments, Individualized Education Programs, Learning Disabilities, *Mainstreaming, Mental Disorders, Mental Retardation, Migrant Education, Migrant Youth, Multiple Disabilities, Normalization (Handicapped), Secondary Education, Special Education, Talent, *Vocational Education

Identifiers—New Jersey, Public Law 94 142

Compiled for beginning teachers who have not had much experience working with special learners, this handbook provides brief descriptions of the different categories of special learners in vocational education. Information is arranged in abstract form and presents a summary of the characteristics of these learners, how to recognize them in the classroom, appropriate curriculum considerations, proper placement, teaching strategies that are effective with these learners, and special physical facilities that may be needed. Two types of learners are profiled: special learners (disadvantaged, English as a Second Language, gifted and talented, incarcerated, and migrant), and handicapped learners (chronically ill, communication handicapped, emotionally disturbed, hearing impaired, learning disabled, mentally retarded, multiply handicapped, orthopedically handicapped, socially maladjusted, and visually impaired). The handbook also includes information on forming a child study team, as mandated by Public Law 94-142, and Individualized Education Plans. The final section of the guide describes five special programs of vocational education for special learners in New Jersey. (KC)

ED 240 338 **CE 038 241**

Chenard, Marcelle

Project SAVE: Skills, Attitudes, Values, Essential for Employment. Final Report, 1982-83.

College of St. Elizabeth, Convent Station, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
Pub Date—83

Note—81p.; Questionnaire may not reproduce well because of light type and colored paper.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Educational Attitudes, *Educational Needs, *Education Work Relationship, Employed Parents, *Employed Women, Flexible Working Hours, *Individual Needs, Job Satisfaction, Job Sharing, Job Skills, Job Training, Needs Assessment, Postsecondary Education, Values, Womens Education, *Work Attitudes, Work Environment, Work Experience, Work Life Expectancy

Identifiers—New Jersey (Morris County)

The Skills, Attitudes, and Values for Employment (SAVE) project was designed to explore the needs of women in the workplace. An exploratory design was selected for the study with a target population consisting of 200 women working in companies in Morris County, New Jersey. From a self-administered questionnaire used to elicit information, the study showed that more women in the 40 and under group are college graduates than in the group over 41. Also, more women who have attained a college degree or higher have had a mentor. The skills that seemed to be more important for the women studied were the self-management skills (self-assertion and public speaking) and functional skills (mathematics, statistics, English, computer-related skills, and career planning). The women also expressed the following needs: establishment of day care facilities, flexible work schedules, job sharing, financial planning, and exercise classes. Of the women in this study, 56 percent had a continuous work-career pattern. The majority of the women in this study perceived a positive correlation between participation in training and its helpfulness for getting a job, being promoted, and working efficiently. (Author/KC)

ED 240 339 **CE 038 249**

Solar Systems and Energy Management Controls.

Final Report, 1982-83.

Bergen County Vocational-Technical High School, Hackensack, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

Pub Date—83

Note—34p.; For related documents, see CE 038 250-253.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Conservation Education, Course Content, *Curriculum Development, *Energy Conservation, Equipment Maintenance, Heat, Heating, Housing, Instructional Materials, Job Skills, *Job Training, Material Development, Postsecondary Education, Power Technology, Repair, *Solar Energy, Technical Education, Trade and Industrial Education, Wind (Meteorology)

Identifiers—*Bergen County Vocational Technical Schools NJ

This project was conducted by the Bergen County Vocational-Technical Schools (1) to develop a practical awareness of energy conservation and management techniques for both commercial and domestic applications; (2) to develop four training courses to teach solar troubleshooting and maintenance, commercial energy management control, domestic energy management, and photovoltaics and wind power; and (3) to purchase and install energy management control and solar equipment to teach both conservation and solar energy applications. In consultation with advisory councils, professionals in the field of energy management and solar energy, and instructors of various technical disciplines, the preliminary plans for four trade extension courses were developed by the project coordinator, a field specialist in the heating, ventilating, and air conditioning trade with expertise in solar and renewable energy sources. The project coordinator finalized curricula for the four courses and analyzed proposed equipment purchases from technical viewpoints. The following four courses were developed: Energy Management Controls, Energy Conservation for Residential Dwellings, Solar Troubleshooting and Maintenance, and Photovoltaics and Windpower Systems. (Author/KC)

ED 240 340 **CE 038 250**

Photovoltaics and Wind Power Systems. Course Syllabus.

Bergen County Vocational-Technical High School, Hackensack, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

tion, Trenton. Div. of Vocational Education and Career Preparation.

Pub Date—Jun 83

Note—17p.; For related documents, see CE 038 249-253.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Air Conditioning, Building Operation, Climate Control, Competence, Conservation Education, Continuing Education, *Course Content, Curriculum, Curriculum Guides, Design Requirements, Electrical Systems, Electric Batteries, Electric Circuits, Electricity, Electronics, Energy Conservation, Heat, Heating, Housing, Job Skills, *Job Training, Maintenance, Mechanics (Process), Postsecondary Education, *Power Technology, Repair, *Solar Energy, Temperature, Trade and Industrial Education, *Wind Energy
Identifiers—Bergen County Vocational Technical Schools NJ, *Photovoltaic Systems

This course is one of four in a solar systems and energy management program developed by the Bergen County Vocational-Technical Schools to help tradespeople (heating, ventilation, and air conditioning mechanics; plumbers; and electricians) to develop an awareness of alternate energy sources and to gain skills in the areas of solar installations and energy evaluation and management. The format of the course is a combination of lectures, visual presentations, and shop sessions. Upon completion of the course, students will be expected to understand the operating principles of photovoltaic and windpower systems, to select a system that is compatible with the proposed energy application, and to perform basic installation and repair procedures for common types of systems. Following introductory materials that explain the purpose and conduct of the course, the course syllabus contains nine units. Each unit consists of an outline, objectives, note to the instructor, and/or shop session notes. The units cover the following topics: introduction and orientation, applied principles of basic electricity, history of windmills, types of windmills, electric storage, wind towers, elements of a feasibility study, introduction to photovoltaics, and photovoltaic system components and assembly. The competencies to be acquired by students are listed at the end of the syllabus. (KC)

ED 240 341 **CE 038 251**

Energy Conservation for Residential Dwellings.

Course Syllabus.

Bergen County Vocational-Technical High School, Hackensack, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

Pub Date—May 83

Note—24p.; For related documents, see CE 038 249-253.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Competence, *Conservation Education, Continuing Education, *Course Content, Curriculum, Curriculum Guides, *Energy Conservation, Heat, *Heating, *Housing, Job Skills, *Job Training, Maintenance, Postsecondary Education, Repair, Solar Energy, Technical Education, Trade and Industrial Education

Identifiers—Bergen County Vocational Technical Schools NJ, Insulation

This course is one of four in a solar systems and energy management program developed by the Bergen County Vocational-Technical Schools to help tradespeople (heating, ventilation, and air conditioning mechanics; plumbers; and electricians) to develop an awareness of alternate energy sources and to gain skills in the areas of solar installations and energy evaluation and management. The format of the course is a combination of lectures, visual presentations, handouts, and shop sessions. Upon completion of the course, the student will be expected to be able to insulate a ceiling or wall and to install gasketing that prevents drafts around doors and windows. In addition, the student should understand the economics of larger repairs or improvements to a heating system and be able to determine whether or not such repairs are cost effective. Following introductory materials that explain the purpose and conduct of the course, the course syllabus contains six units. Each unit consists of an outline, objectives, note to the instructor, and/or shop session notes. The units cover the following topics: introduction and orientation, heat and methods of conservation, locations where conservation can take place, solutions to heat loss problems, heating units,

and energy efficient additions to a home. The competencies that students are expected to acquire are listed at the end of the syllabus. An appendix contains handouts about insulation techniques and materials. (KC)

ED 240 342 CE 038 252

Solar Troubleshooting and Maintenance. Course Syllabus.

Bergen County Vocational-Technical High School, Hackensack, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

Pub Date—Mar 83

Note—16p.; For related documents, see CE 038 249-253.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Competence, Conservation Education, Continuing Education, *Course Content, Curriculum, Curriculum Guides, Electricity, *Energy Conservation, Heat, Heating, Housing, Job Skills, *Job Training, *Maintenance, Mechanics (Process), Postsecondary Education, *Repair, *Solar Energy, Trade and Industrial Education
Identifiers—Bergen County Vocational Technical Schools NJ

This course is one of four in a solar systems and energy management program developed by the Bergen County Vocational-Technical Schools to help tradespeople (heating, ventilation, and air conditioning mechanics; plumbers; and electricians) to develop an awareness of alternate energy sources and to gain skills in the areas of solar installations and energy evaluation and management. The format of the course is a combination of lectures, visual presentations, and shop sessions. Upon completion of the course, students will be expected to understand the necessity for following proper start-up procedures for a solar system and will gain the ability to perform a start-up. Students will also be expected to troubleshoot a malfunctioning solar system, to make necessary repairs, and to perform preventive maintenance. Following introductory materials that explain the purpose and conduct of the course, the course syllabus contains six units. Each unit consists of an outline, objectives, note to the instructor, and/or shop session notes. The units cover the following topics: introduction and orientation, system start-up, mechanical maintenance, electrical maintenance, solar system troubleshooting, and troubleshooting solar back-up systems. The competencies to be acquired by students are listed at the end of the syllabus. (KC)

ED 240 343 CE 038 253

Energy Management Controls. Course Syllabus.

Bergen County Vocational-Technical High School, Hackensack, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

Pub Date—Apr 83

Note—18p.; For related documents, see CE 038 249-252.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Air Conditioning, Building Operation, *Climate Control, Competence, Conservation Education, Continuing Education, *Course Content, Curriculum, Curriculum Guides, Design Requirements, Electrical Systems, Electric Circuits, Electricity, Electronics, *Energy Conservation, Heat, *Heating, Housing, Job Skills, *Job Training, Maintenance, Mechanics (Process), Postsecondary Education, Power Technology, Repair, Solar Energy, Temperature, Trade and Industrial Education

Identifiers—Bergen County Vocational Technical Schools NJ, *Control Systems (Mechanical)

This course is one of four in a solar systems and energy management program developed by the Bergen County Vocational-Technical Schools to help tradespeople (heating, ventilation, and air conditioning; mechanics; plumbers; and electricians) to develop an awareness of alternate energy sources and to gain skills in the areas of solar installations and energy evaluation and management. The format of the course is a combination of lectures, visual presentations, and shop sessions. Upon completion of the course, students will be expected to understand the theory of energy management control, with a concentration in the area of heating and air conditioning. In addition, students will have been exposed to many different types of energy manage-

ment control systems and will have gained the skills required to install, calibrate, and repair such systems. Following introductory materials that explain the purpose and conduct of the course, the course syllabus contains seven units. Each unit consists of an outline, objectives, note to the instructor, and/or shop session notes. The units cover the following topics: introduction and orientation, orientation to energy management controls, review of mechanical controls, electronics, controls, sensors, and total control systems. The competencies to be acquired by students are listed at the end of the syllabus. (KC)

ED 240 344 CE 038 254

Educational and Career Services Community Outreach Program. Final Report, 1982-83.

Glassboro State Coll., N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

Pub Date—83

Note—42p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Programs, Adults, Career Awareness, *Career Counseling, *Career Education, Community Education, *Community Programs, Educational Opportunities, Employment Opportunities, *Outreach Programs, Program Effectiveness, Program Implementation, Rural Areas, Rural Education, Vocational Education
Identifiers—*Community Based Education, *Educational Career Serv Community Outreach Prog, Special Needs Students

The Educational and Career Service Community Outreach Program was designed to assist special needs adults in overcoming obstacles preventing them from realizing the educational and vocational options available to them in their community. The focus of the project was on the development of community-based career awareness programs and the provision of follow-up individual counseling services throughout the rural counties of Gloucester and Cumberland in New Jersey. With the cooperation of adult community education schools, local libraries, and other community groups, the project maintained 10 outreach sites and served over 135 individuals. During the program, the project staff provided self-assessment experiences designed to help participants set and meet educational and career goals and conducted a brokering effort to distribute resources to appropriate community agencies, persons, and institutions. The program, having completed its second year, continues to be successful in serving individuals who, due to geographic isolation and dispositional barriers, are unable to make full use of traditionally placed services. The project has resulted in the establishment and maintenance of a cost effective, replicable career counseling outreach model. (MN)

ED 240 345 CE 038 258

Study of Work Project. Final Report, 1982-83.

Paterson Board of Education, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

Pub Date—83

Note—24p.; For a related document, see CE 038 259.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Choice, Career Development, *Career Education, Career Exploration, *Classroom Techniques, Community Education, Decision Making Skills, *Education Work Relationship, *Experiential Learning, High Schools, *Learning Activities, Prevocational Education, Program Development, Program Implementation, School Business Relationship, *Teaching Methods, Work Experience Programs
Identifiers—Study of Work Project

The Study of Work Project implemented an experience-based prevocational career education program with 785 students from Eastside High School in Paterson, New Jersey. The emphasis of this approach was on developing connections between skill acquisitions in the classroom and skill application in occupational settings. The grant funded a community resource person who trained 33 teachers (1) to infuse work as a topic of study into course content; (2) to develop and implement classroom-based experiential learning activities, and (3) to implement community-based experiential learning about work roles. Evaluation results support the successful im-

plementation of project objectives. Project ideas were to be continued and expanded to all teachers at Eastside High School during the 1983-84 school year. (Author/KC)

ED 240 346 CE 038 259

Mitchell, Nancy. Favors, Audrey.

The Study of Work Handbook.

Educational Improvement Center of Northwest New Jersey, Morris Plains.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

Pub Date—[83]

Note—64p.; For a related document, see CE 038 258. Several pages are marginally legible.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Career Choice, Career Development, *Career Education, Career Exploration, *Classroom Techniques, Community Resources, Decision Making Skills, *Education Work Relationship, *Experiential Learning, Guidelines, High Schools, Learning Activities, *Prevocational Education, Program Development, School Business Relationship, Teaching Methods, *Work Experience Programs

Identifiers—Study of Work Project

This handbook provides suggestions for learning activities that teachers can use in providing an experience-based prevocational career education program such as the Study of Work Project that was conducted at Eastside High School in Paterson, New Jersey. The emphasis of the handbook is on developing connections between skill acquisition in the classroom and skill application in occupational settings. The guide is organized into four sections. The first section covers infusion of the study of work into regular classroom courses in subjects such as English, mathematics, and science. In the second section, ideas are provided for conducting classroom-based experiential learning about work roles. Some of the activities include the use of community resource people in making classroom presentations, peer teaching about personal work roles, career decision-making units, and team learning projects. The third section contains learning activities for a community-based approach to learning about work roles. Included are activities such as group visits to local work sites, small group learning projects in the community, and half-day shadowing experiences. The final section of the handbook contains information about setting up various types of internships for students. (KC)

ED 240 347 CE 038 260

Career/Vocational Awareness for the Limited English Proficient. Final Report, 1982-83.

Ocean Township Board of Education, Oakhurst, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

Pub Date—83

Note—97p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Career Awareness, *Career Choice, Career Development, *Career Education, Career Exploration, Classroom Techniques, Cultural Background, *Education Work Relationship, Elementary Secondary Education, *English (Second Language), Equal Opportunities (Jobs), Instructional Materials, Learning Activities, *Minority Groups, Nontraditional Occupations, Program Implementation, Second Language Instruction, Sex Bias, *Sex Fairness, Teaching Methods

Identifiers—Ocean Township School District NJ

This project, conducted in Ocean Township, New Jersey, was developed to promote career awareness for limited-English proficient (LEP) students. The project was designed to make LEP students in grades K-12 aware of the myriad of career possibilities that exist in the United States and of the possibility for persons of both sexes and various racial and cultural backgrounds to fill these jobs. Materials chosen for the program were nonsexist and multicultural. Meetings were held with parents, members of the community, and other educators to discuss the needs of students and the human resources that would be available to aid in the implementation of the program. Two types of pretests were administered. One test depicted 36 workers to be identified according to profession. The second test, based on the New Jersey Occupational Checklist, entailed having students indicate whether only a woman,

only a man, or both could do the jobs specified. When the pretests were used as posttests, the gains were significant. Using filmstrips, cassettes, games, puzzles, workbooks, texts, puppets, and dittos, the students learned that many job opportunities exist and that interests and personal characteristics are as important as intelligence and educational background when considering personal goals. Field trips and guest speakers of various ethnic heritages and, at times, nontraditional sex roles aided in expanding horizons and in bringing the world-of-work closer to the students. (Author/KC)

ED 240 348 CE 038 261

Development and Field Test of Competency Based Instructional Material for a Career Mobility Program for Licensed Practical Nurses. Final Report.

Bergen Community Coll., Paramus, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

Pub Date—[83]

Note—95p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Competency Based Education, Curriculum Development, *Individualized Instruction, Instructional Materials, *Learning Modules, *Material Development, Nurses, *Nursing Education, Postsecondary Education, Practical Nursing, Programmed Instructional Materials, Two Year Colleges, Vocational Education

Identifiers—*Bergen Community College NJ

The Associate Degree Nursing Program at Bergen Community College developed and field tested competency-based instructional modules in a program designed to allow licensed practical nurses to qualify to take the certification examination for registered nurses after a year of study. Thirteen licensed practical nurses were enrolled in the first class and were all to complete the program in August 1983. Because of the varied educational and experiential backgrounds of the students, competency-based education was used for instruction in the five nursing courses required for the program. The curriculum was modularized; learning was individualized and self-paced; plus, the teaching role was that of providing guidance and facilitating the learning process. Students progressed in sequence through the modules for each course as soon as they demonstrated competency in the knowledge and skills required in a given module. Prior to admission of the first class of students, eight in-house modules had been completed for the first two nursing courses required in the fall semester. Published modules were used for the 10 remaining sections of these courses. During the year, in-house modules were developed for the nursing courses required in the Spring and Summer semesters. A total of 34 in-house modules were developed and field tested with the first class of students. Students and teachers evaluated each module, and these evaluations are being used in ongoing revision of all modules. (Author/KC)

ED 240 349 CE 038 265

Connelly, Catherine Saxton, Steven

How to Develop and Use Labor Market Information in Local Occupational Program Planning. A Guide for Local Planners.

California Occupational Information Coordinating Committee, Sacramento.

Pub Date—Dec 82

Note—57p.

Available from—California Occupational Information Coordinating Committee, 830 K Street, Room 128, Sacramento, CA 95814.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Vocational Education, Employment Projections, *Information Sources, *Information Utilization, *Job Training, Labor Force, Labor Market, *Labor Needs, Labor Supply, Needs Assessment, *Occupational Information, Planning, Program Design, *Program Development, Vocational Education

This guide provides planners with the essential tools and methods of labor market analysis for planning local occupational programs. An introduction discusses responsibility for development of labor market information (LMI) and guide development. Chapter 1 is a brief checklist of the steps involved in developing and using LMI in program planning. It also serves as a "road map" for chapters 2 through 5, which include more detailed descriptions of the

process. Chapter 2 deals with creating a planning list of occupational titles from initial program ideas. The first two sections describe methods for obtaining ideas for new programs. Section 3 concerns translating the list into occupational titles. The first section of chapter 3 describes methods to refine the planning list to those occupations that warrant labor assessment. Section 2 discusses grouping occupations into potential programs. Chapter 4 describes the resources and methods necessary to assess the labor market potential of the occupational groupings. Three sections cover reviewing published LMI, gathering additional information, and reviewing findings with employer advisory committees. Chapter 5 briefly addresses program design. Appendixes include a glossary, bibliography, publication sources, resource organizations, and a list of supplements to facilitate use of this guide. (YLB)

ED 240 350 CE 038 272

Project Workability Evaluation Report.

California State Dept. of Education, Sacramento; California State Dept. of Employment Development, Sacramento; California State Dept. of Rehabilitation, Sacramento.

Pub Date—Nov 83

Note—36p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agency Cooperation, Career Education, Cooperative Programs, Coordination, Delivery Systems, Demonstration Programs, *Disabilities, *Employment Potential, High Schools, High School Students, *Job Training, Models, Program Effectiveness, Program Evaluation, Secondary Education, *Special Education, State Programs, Vocational Education, *Work Experience Programs

Identifiers—*Project Workability

The integrated service delivery system for Project Workability was evaluated to determine its effectiveness in meeting high school special education students' employment and training needs. Interviews were conducted with site managers and staff, students, teachers, field office staff, employers, and parents at six sites. Information on all 34 sites was also considered. The site programs were found to operate in conformity with the state model, although there were some differences in operations among sites. Activities included identification of students for project participation, assessment, employment preparation training, work experience, and supportive services. The State Department of Education's Office of Special Education was responsible for overall project management, and the Office of Employment and Training assisted the project staff. Operational problems included unfamiliarity with the Department of Rehabilitation's eligibility criteria, lack of resources, and lack of attention to funding expenditures. Conclusions were that the project's integrated delivery system can increase the employability of high school special education students; the extensive coordination at the state and local level was a key factor in meeting objectives; and assessment and work experience contributed the most toward increasing students' employability. (A description of the project is attached.) (YLB)

ED 240 351 CE 038 276

Murphy, Kevin And Others

Cohort Size and Earnings.

Unicon Research Corp., Santa Monica, CA.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 83

Grant—NIE-G-82-0034

Note—201p.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Adults, Career Education, College Graduates, Employment, Factor Analysis, High School Graduates, Labor Market, *Males, Middle Aged Adults, *Profiles, *Salaries, *Salary Wage Differentials, *Wages

Identifiers—Baby Boom, *Cohort Size

This paper succinctly characterizes the profiles for time shifts in earnings and then focuses on the underlying determinants of the changes, in particular on the effect of cohort size. The data, drawn from the March version of the Current Population Survey from 1968 to 1982, are described. The sample is limited to white men over the age of 14, and four educational categories are included: 8-11 years,

high school graduates, 13-15 years, and college graduates. Following a presentation of the statistical methodology, the results of an interpretation of that method in an economic setting are described. Ten tables and nine figures illustrate results of the factor analyses that decomposed the earning profiles into time-specific and factor-specific effects. Variance profiles, factor profiles, elasticity of wages, and simulated wage profiles are provided. Appendixes, amounting to approximately three-fourths of the document, include a detailed analysis of the effects of cohort size (further results of the investigation reported in the main text), results concerning the determinants of college enrollments, and computation of wage elasticities. (YLB)

ED 240 352 CE 038 280

Blackman, Linda L. And Others

Identification and Infusion of Economic Literacy Concepts into Vocational Education Programs. Final Report.

Regional Superintendent of Schools for Alexander-Johnson-Massac-Pulaski-Union Counties, Anna, IL.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—83

Note—49p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Consumer Economics, Curriculum Evaluation, Curriculum Guides, *Economics, *Fused Curriculum, Guides, *Material Development, Program Evaluation, Resource Materials, Secondary Education, Student Organizations, *Student Participation, *Vocational Education

This report presents the scope of work for the first year of a study to identify and facilitate economic literacy skill instruction of vocational education students. The six chapters cover the six major objectives. Chapter 1 reviews the project's products and related activities. The processes used to formulate an operational definition for economic literacy are described in chapter 2. Two drafts and the final definition are provided. The third chapter describes the assessment of selected instructional programs in five pilot schools to determine the status of economic literacy instruction within the selected program offerings. The instrument used to rate curriculum materials and findings of the review are presented. Chapters 4 and 5 discuss the development of the project's two products: a suggested instructional content guide and an annotated bibliographic resource guide for vocational education programs. Data from a survey to determine content and a description of the content of the resource guide are provided. The final chapter discusses project efforts to promote economic literacy through vocational student organizations. (YLB)

ED 240 353 CE 038 288

Working at Saving Time in Education: An Innovative Vocational Education Delivery System. Final Report.

Northern Illinois Univ., De Kalb. Dept. of Industry and Technology.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—1 May 82

Note—93p.; Some portions of appendices are marginally legible.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Attitude Change, *Bus Transportation, Delivery Systems, Employment Potential, High Schools, *Instructional Innovation, *Job Skills, Models, Nontraditional Education, Program Development, Program Evaluation, Program Implementation, *School Buses, Secondary Education, *Student Attitudes, *Vocational Education

A model for on-bus instruction during travel time from high schools to area vocational centers was developed, tested, revised, implemented, and evaluated. Two units of study adapted from existing material used for teaching occupational survival skills were included in the model. Audiocassettes, handouts, worksheets, attitudes, and cognitive tests were used during the project. Students who were instructed on the bus became more positive in their attitudes toward riding the school bus. Teachers reported little or no change in students' concerns about employability or job survival skills. Following the

13-page abstract are extensive appendixes. Two project progress reports describe the developing and piloting of units for study on the bus in phase 1 and developing of units, instruments, and procedures for phase 2. Four manuscripts submitted for publication describe the project that involved providing students with headsets and lapboards on the bus, wiring the bus with jacks to accommodate the headsets, distributing handouts and worksheets, depositing duplicate materials in the school library, and evaluating student attitudes. Other appendixes include a summation of evaluation data and letters of interest. (YLB)

ED 240 354 CE 038 289
MICRO-VERS. Microcomputer Software for the Vocational Education Reporting System. User's Guide and Reference Manual. Version 1.0 Apple II.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education. Pub Date—[83]

Note—132p.; For a related document, see CE 038 290.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Computer Oriented Programs, *Computer Programs, *Data Processing, *Microcomputers, Postsecondary Education, *Reports, Secondary Education, Student Records, *Vocational Education

Identifiers—Illinois, *Microcomputer Vocational Education Reporting Sys, Vocational Education Data System

This manual is designed for use with the Apple II microcomputer and software packages for the Microcomputer Vocational Education Reporting System 1.0 (MICRO-VERS). It is intended to aid local agencies in building and managing a database of information required by the State Board for reporting vocational program enrollment. An introduction describes the reimbursement claiming and reporting process. Part 2 contains a timetable depicting an anticipated sequence for compiling program and enrollment data and reporting them to the State Board. Part 3 is an introduction to the microcomputer. It covers MICRO-VERS 1.0 system hardware, general functions, disk handling, starting of the MICRO-VERS system, and initialization of a new disk. Parts 4 through 6 discuss the three types of necessary data—vocational program data, student data, and course enrollment data. Variable descriptions are provided, and data entry procedures for the various data are described. Part 7 explains entering program completion status data. Part 8 deals with displaying the Reimbursement Claims Report and Parts III, IV, and V of the Vocational Education Data System Report. Procedures for auditing vocational education enrollment and expenditures are explained in part 9. Appendixes include sample forms, a glossary, a list of resources, and supplemental listing programs. (YLB)

ED 240 355 CE 038 290
MICRO-VERS. Micro-computer Software for the Vocational Education Reporting System. User's Guide and Reference Manual. Version 2.0 Apple II.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education. Pub Date—[83]

Note—133p.; For a related document, see CE 038 289.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Computer Oriented Programs, *Computer Programs, *Data Processing, Instructional Materials, *Microcomputers, Postsecondary Education, *Reports, Secondary Education, Student Records, *Vocational Education

Identifiers—Illinois, *Microcomputer Vocational Education Reporting Sys, Vocational Education Data System

This manual is designed for use with the Apple II microcomputer and software packages for the Microcomputer Vocational Education Reporting System 2.0 MICRO-VERS. It is intended to aid local agencies in building and managing a database of information required by the State Board for reporting vocational program enrollment. An introductory section, intended for agencies new to the system, briefly describes MICRO-VERS and makes suggestions regarding time schedules. Part 2 on system requirements is a description of the hardware required to operate the microcomputer under MICRO-VERS 2.0 and the major updates made from

version 1.0. Some suggested sources for course and student data are presented. Part 3, the Operator's Handbook, describes each of the major steps in creating and editing the MICRO-VERS files and printing the required reports. It covers getting started; preparing data disks; entering/editing course, student, and class enrollment information; determining program completions; verifying data on file; and compiling and printing the report. Designed for new users, part 4 is a 57-page MICRO-VERS tutorial. Appendixes include sample forms, a glossary, and a list of resources. (YLB)

ED 240 356 CE 038 291
Wilms, Wellford W.
The Limited Utility of Vocational Education: California Employers' Views.

California Univ., Berkeley. Inst. of Governmental Studies.

Pub Date—Aug 83

Note—9p.

Available from—Institute of Governmental Studies, 109 Bernard Moses Hall, University of California, Berkeley, CA 94720.

Journal Cit—Public Affairs Report; v24 n4 Aug 1983

Pub Type—Reports - Research (143) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Attitudes, *Educational Benefits, Educational Change, Educational Needs, *Employer Attitudes, Labor Market, Labor Needs, Outcomes of Education, *Relevance (Education), Secondary Education, State Surveys, Technological Advancement, *Vocational Education

Identifiers—*California, Employer Surveys

A study examined the views of a sample of Los Angeles area employers concerning the utility of vocational education. During the study, researchers surveyed a group of employers from a predominantly nonwhite, relatively poor section of downtown Los Angeles and a group of employers from the fast-growing, affluent, predominantly white, planned industrial suburb of Torrance. The responses of the members of the two groups did not differ significantly from one another. As far as these employers were concerned, good working habits and positive attitudes are the most crucial elements to an employee's success on the job. Contrary to popular belief, the employers felt that recent technological changes have had little impact on the skills required to perform most entry-level jobs. The survey results suggest that, contrary to the claims of its advocates, vocational education confers few special advantages on applicants for entry-level jobs, with only one in five employees paying higher salaries to entry-level workers with vocational as opposed to academic backgrounds. Based on these findings, study recommendations called for reforming secondary vocational education, coordinating vocational programs with employer-based skill training, and paying more attention to the needs of small firms for specialized skill training. (MN)

ED 240 357 CE 038 293
Hamilton, James B.
New Strategies for Vocational Teacher Education: Technology and Methodology.

Pub Date—2 Feb 84

Note—21p.; Paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education (San Antonio, TX, February 2, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, *Competency Based Teacher Education, Educational Needs, *Educational Strategies, Higher Education, *Institutional Role, Instructional Materials, Material Development, Needs Assessment, Postsecondary Education, Secondary Education, Special Education, *Teacher Education, Teacher Improvement, Teacher Qualifications, Teaching Methods, Teaching Skills, *Vocational Education, *Vocational Education Teachers

Identifiers—*National Center for Research Vocational Education, Special Needs Students

For the past decade, the National Center for Research in Vocational Education (NCRVE) has acted as a catalyst in the nationwide movement toward performance-based teacher education (PBTE). In the 1960s, an occupational analysis performed by NCRVE using introspection and interviewing techniques resulted in a comprehensive list of 384 per-

formance elements organized into 10 functional categories. These teacher competencies resulted in a series of 100 modules known as the PBTE modules. Later, a project conducted in 1981 formulated a list of 380 competency statements that were eventually used to develop 13 new PBTE modules for serving the students with special needs. Other NCRVE activities in the field of competency-based education (CBE) have included the development of modules to assist students in improving their basic skills and revision of the original 100 PBTE modules. One of the most recent NCRVE activities in the area of PBTE was a status study of the problem of the technological update of teachers. The study involved a determination of the nature and extent of the need for the technological updating of teachers at the secondary and postsecondary levels as well as an identification of the technologies in which the problem is most critical. The study resulted in the development of a series of strategies and recommendations for use in teacher updating programs. (MN)

ED 240 358 CE 038 294
Nagy, Stephen
Curriculum Development Guidelines for WisCom.

Guidelines for Curriculum Development for the Wisconsin Competency-Based Occupational Curriculum Data System.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—[83]

Note—52p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, *Competency Based Education, *Computer Managed Instruction, *Curriculum Development, Definitions, *Educational Objectives, Educational Planning, Guidelines, Information Sources, *Instructional Development, Job Analysis, Material Development

Identifiers—*Wisconsin Competency Based Occup Curr Data System

This handbook is designed to provide uniform criteria and a support system to help individuals involved in curriculum-related functions within a school system to implement the Wisconsin Competency Based Occupational Curriculum Data System (WisCom). (The WisCom system is a complete support system for curriculum development and management that involves the use of a computer-based inventory of available curriculum materials in order to facilitate the sharing of resources among involved parties.) Addressed in the individual sections of the guide are the following topics: the nature and scope of WisCom; planning and describing a curriculum project; occupational analysis in curriculum development; the development of program goals; the grouping and sequencing of tasks; the writing of performance objectives; and the development of objective-based evaluations, learning activities, resources, and management systems. (Appendixes to the guide contain sources of information about occupations and curricula, definitions for competency-based instruction, and definitions of curriculum components.) (MN)

ED 240 359 CE 038 296
Horticulture/Floriculture.
Lehigh County Area Vocational-Technical School, Schnecksville, Pa.

Pub Date—[83]

Note—52p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Advertising, *Agricultural Education, Agricultural Machinery, Agricultural Skills, Behavioral Objectives, Course Descriptions, Educational Objectives, Educational Philosophy, Equipment Utilization, *Floriculture, Greenhouses, Guidelines, *Horticulture, Job Skills, Merchandising, Pests, Plant Identification, Plant Pathology, Plant Propagation, Program Content, Retailing, Safety, Salesmanship, Secondary Education, Student Organizations, *Vocational Education

Identifiers—Future Farmers of America, Vegetables

This brochure describes the philosophy and scope of a secondary-level course in floriculture and horticulture. Addressed in the individual units of the course are the following topics: the Future Farmers of America, floriculture, merchandising and selling, retail flower shop management, advertising, inventory, identification of common floral design foliage

and flowers, greenhouse management, plant propagation, pest management, general horticultural techniques, in-school projects, vegetable production, techniques for pruning, the principles of judging flowers and plants, and tool and equipment safety. The brochure contains various materials for use in implementing the course, including a list of subtopics in each topic area, a detailed outline of the objectives and goals to be addressed in the presentation of each subtopic, statements of the philosophy of the course and of the school at which the course was developed, lists of school and course objectives, a discussion of worker characteristics and job environmental factors, a course description, lists of entry-level jobs and possible occupations that can be entered with additional training, job descriptions appearing in the Dictionary of Occupational Titles (DOT), and a task identification chart that correlates course tasks with those listed in the DOT. (MN)

ED 240 360 CE 038 297

Agricultural Production.
Lehigh County Area Vocational-Technical School,
Schnecksville, Pa.

Pub Date—[83]

Note—68p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Agriculture, *Agricultural Education, *Agricultural Engineering, *Agricultural Occupations, *Agricultural Production, *Agricultural Skills, *Agronomy, *Animal Husbandry, *Behavioral Objectives, *Course Descriptions, *Educational Objectives, *Educational Philosophy, *Guidelines, *Job Skills, *Leadership, *Program Content, *Secondary Education, *Student Organizations, *Supervised Farm Practice, *Vocational Education

Identifiers—Future Farmers of America

This brochure describes the philosophy and scope of a secondary-level course in agricultural production. Addressed in the individual units of the course are the following topics: careers in agriculture and agribusiness, animal science and livestock production, agronomy, agricultural mechanics, supervised occupational experience programs, and the Future Farmers of America and leadership. The brochure contains various materials for use in implementing the course, including a list of subtopics in each topic area, a detailed outline of the objectives and goals to be addressed in the presentation of each subtopic, statements of the philosophy of the course and of the school at which it was developed, lists of school and course objectives, a discussion of worker characteristics and job environmental factors, a course description, lists of entry-level jobs and possible occupations that can be entered with additional training, job descriptions appearing in the Dictionary of Occupational Titles (DOT), and a task identification chart that correlates course tasks with those listed in the DOT. (MN)

ED 240 361 CE 038 299

Arkansas' Curriculum Guide. Competency Based Computerized Accounting.
Arkansas State Dept. of Education, Little Rock.
Div. of Vocational, Technical and Adult Education.

Pub Date—[83]

Note—235p.; For related documents, see CE 038 300-301.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Accounting, *Behavioral Objectives, *Business Education, *Computer Oriented Programs, *Data Processing, *Guidelines, *Instructional Materials, *Learning Activities, *Office Occupations Education, *Secondary Education, *State Curriculum Guides

Identifiers—Arkansas, *Computerized Accounting

This guide contains the essential parts of a total curriculum for a one-year secondary-level course in computerized accounting. Addressed in the individual sections of the guide are the following topics: the complete accounting cycle, computer operations for accounting, computerized accounting and general ledgers, computerized accounts payable, computerized accounts receivable, payroll for computerized accounting, and inventory for computerized accounting. Each unit contains some or all of the following: a unit objective, specific objectives, suggested activities, objective sheets, information sheets, transparency masters, assignment sheets, answers to the assignment sheets, a test, answers to the test, and a list of references. (MN)

ED 240 362 CE 038 300

Arkansas' Curriculum Guide. Competency Based Typewriting.
Arkansas State Dept. of Education, Little Rock.
Div. of Vocational, Technical and Adult Education.

Pub Date—[83]

Note—213p.; For related documents, see CE 038 299-301.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Behavioral Objectives, *Business Education, *Competency Based Education, *Guidelines, *Instructional Materials, *Job Skills, *Learning Activities, *Office Machines, *Office Occupations Education, *Secondary Education, *State Curriculum Guides, *Typewriting

Identifiers—Arkansas
This guide contains the essential parts of a total curriculum for a one-year typewriting course at the secondary school level. Addressed in the individual units of the guide are the following topics: alphabetic keyboarding, numeric keyboarding, basic symbol keyboarding, skill development, problem typewriting, ten-key numeric pads, production typewriting, and applied typewriting. Each unit contains some or all of the following: a unit objective, specific objectives, suggested activities, objective sheets, information sheets, transparency masters, assignment sheets, answers to the assignment sheets, a unit test, answers to the test, and a list of references. (MN)

ED 240 363 CE 038 301

Arkansas' Curriculum Guide. Competency Based Shorthand.
Arkansas State Dept. of Education, Little Rock.
Div. of Vocational, Technical and Adult Education.

Pub Date—[83]

Note—143p.; For related documents, see CE 038 299-300.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Behavioral Objectives, *Business Education, *Competency Based Education, *Dictation, *Guidelines, *Instructional Materials, *Job Skills, *Learning Activities, *Office Occupations Education, *Secondary Education, *Shorthand, *State Curriculum Guides

Identifiers—Arkansas, *Transcription

This guide contains the essential parts of a total curriculum for a one-year secondary-level course in shorthand. Addressed in the individual sections of the guide are the following topics: the advantages and basic tools and techniques of shorthand, pre-transcription skills, the development of accuracy and speed in taking dictation, and the development of transcription skills. Each unit contains some or all of the following: a unit objective, specific objectives, suggested activities, objective sheets, information sheets, assignment sheets, answers to the assignment sheets, a test, answers to the test, and a list of references. (MN)

ED 240 364 CE 038 302

Mishler, Carol Davenport, Margaret
The Mixed-Age College Classroom: Report of a Pilot Study at UW-Green Bay.

Wisconsin Univ., Green Bay. Assessment Center.
Pub Date—Nov 83

Note—13p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Students, *Age Differences, *Age Groups, *Classroom Environment, *College Programs, *Group Dynamics, *Heterogeneous Grouping, *Influences, *Pilot Projects, *Program Effectiveness, *Questionnaires, *School Surveys, *Student Attitudes, *Student Participation, *Student Teacher Relationship

Identifiers—*Intergenerational Programs, University of Wisconsin Green Bay

A pilot study at the University of Wisconsin (UW) Green Bay campus examined the attitudes of college faculty toward adult students in classes comprised of both adult and traditional-aged students. During the study, researchers interviewed 10 teachers of intergenerational classes at the Green Bay Campus of the University of Wisconsin and administered surveys to 259 students participating in these classes. Based on data from these two sources, it appeared that both the younger and older students and their professors have overwhelmingly positive attitudes concerning a mix of ages in the college

classroom. When asked about the effect of adult participation in college classes, teachers commented that adult students often contributed to lively and sophisticated discussions, provided an added personal dimension based on real-life experiences, and possessed a high motivation and commitment that, in fact, set high standards for all. On the negative side, the teachers felt that the adults' verbal ability and experience may intimidate some younger students at times and that, occasionally, some adults tend to bring irrelevant experiences into discussions. The students surveyed did not find these statements to be true, however. As a pilot study, this research effort indicated that a similar, larger study should be quite successful. (MN)

ED 240 365 CE 038 303

McCarson, Carole S.
The Technology Program for the Atlanta Partnership of Business & Education, Inc.
Atlanta Partnership of Business & Education, Inc., GA

Pub Date—84

Note—14p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Cooperation, *Cooperative Planning, *Cooperative Programs, *Economic Development, *Educational Cooperation, *Educational Planning, *Financial Support, *Linking Agents, *Networks, *Postsecondary Education, *Program Development, *Program Implementation, *School Business Relationship, *Secondary Education, *Technical Education

Identifiers—*Atlanta Partnership of Business and Education Inc, Georgia (Atlanta), Private Sector
The Technology Program for the Atlanta Partnership of Business and Education, Inc. is designed to enhance the economic development of Atlanta through the collaborative efforts of private business, public schools, and higher education. In an effort to incorporate these communities into a single organization, the technology program has established a network linking the following organizations and sectors: the Atlanta Public Schools Technology Quadrangle, private business, higher education, the Georgia Research Consortium, the Atlanta Public Schools Information Technology Commission, and funders. The first of these organizations, the Atlanta Public Schools Technology Quadrangle, consists of four magnet schools directly related to technology that offer preparation for college, postsecondary training, or immediate job entry. Originally conceived in an effort to make Georgia competitive with other states in terms of attracting high technology companies, the Georgia Research Consortium (GRC) is currently utilizing the pooled resources of three postsecondary Georgia educational institutions to identify high technology growth opportunities and to provide the financial support needed to establish centers of excellence in the research universities of Georgia. The role of the Atlanta Public Schools Information Technology Commission in the network is to develop and implement a plan for expanding the use of microcomputers throughout the Atlanta school system. (MN)

ED 240 366 CE 038 311

Odeh, Akin
Factors Responsible for Career Choice among Sampled Nigerian Teenagers in Bendel State of Nigeria.

Pub Date—[83]

Note—30p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Choice, *Career Education, *Decision Making, *Educational Research, *Foreign Countries, *Influences, *Occupational Aspiration, *Secondary Education, *Vocational Aptitude, *Vocational Interests

Identifiers—*Nigeria (Bendel State)

Male and female students in four urban locations of Bendel State of Nigeria were administered a questionnaire on choice of careers. The sample consisted of 640 students, 160 in each location ranging in age from 14 to 17. It was hypothesized that factors influencing career choice were money-yielding prospects, desire to work in state of origin, parental influences, prestige attached to jobs, personal interests, knowledge of various careers, subjects offered in schools, amount of leisure time, outdoor activities, and working with other people as part of the job. A review of the literature included research by Nigerian counselors on job aspirations and career choice among Nigerians. Findings indicated that

these factors influenced career choice: money-yielding prospects, parental influences, prestige attached to job, knowledge of various careers, subjects offered, and opportunities to work with other people. The majority of students indicated career choice was influenced by academic ability. Other findings were that the mass media in the country do not provide information about careers and career choices, that the students were aware of the influence of personal characteristics on career choice, and that the students preferred indoor work. (YLB)

ED 240 367 CE 038 313

Nutrition and Menu Planning 9-3. Military Curriculum Materials for Vocational and Technical Education.

Army Quartermaster School, Ft. Lee, Va.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—Jul 75

Note—131p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Correspondence Study, Dietetics, *Food, *Food Service, Foods Instruction, Independent Study, *Learning Activities, Learning Modules, *Nutrition, Occupational Home Economics, Postsecondary Education, Test Items, Units of Study, Vocabulary, Vocational Education Identifiers—Military Curriculum Project

This course, adapted from military curriculum materials for use in technical and vocational education, is of interest to food service personnel and to some food service supply personnel. Designed for independent study, the course includes the principles of nutrition, including nutrients and the effects of digestive processes on each individual's caloric and nutritive requirements. It gives the basic food groups, explains the composition of foods, and specifies the importance of each in menu planning. It outlines nutritional standards, adult energy requirements, and methods of nutritional evaluation and analysis. The 16 food groups used in menu construction for item substitution are described, with emphasis on the importance of planning for acceptability. The course consists of a lesson assignment, contents pages, lesson text, self-grading lesson exercises, and a student inquiry sheet. A final examination, to be sent to the student's school for grading, completes the course. A glossary of nutrition and menu planning terms is appended. (KC)

ED 240 368 CE 038 314

Sheet Metal Specialist 13-1. Military Curriculum Materials for Vocational and Technical Education.

Chanute AFB Technical Training Center, Ill.

Pub Date—75

Note—570p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF02/PC23 Plus Postage.

Descriptors—Assembly (Manufacturing), Behavioral Objectives, Competence, *Construction (Process), *Construction Materials, Correspondence Study, Hand Tools, Heating, Independent Study, *Job Skills, Job Training, Learning Activities, Mathematical Applications, Metal Working, *Occupational Information, Postsecondary Education, Roofing, Secondary Education, *Sheet Metal Work, Structural Elements (Construction), Supervision, Supervisory Methods, Technical Education, Test Items, Vocational Education, Welding, Workbooks

Identifiers—Military Curriculum Project

This course, adapted from military curriculum materials for use in vocational and technical education, provides training in the theory and practice of sheet metal work. Designed for student self-instruction (such as a correspondence course), the text consists of four volumes. Volume 1 discusses shop mathematics, measurement and layout tools, working drawings, sheet metal layout, and sheet metals. Volume 2 covers fastening hardware and devices for sheet metal; sheet metal drilling and punching equipment; folding, forming, and seaming equipment; and soldering, spot welding, and sealants. In volume 3, instructions are given for assembling sheet metal components and making joint connections to fasten the components together. It also covers fabricating, installing, and repairing sheet metal components of heating and ventilating systems, fixed utility equipment, roofing, gutters, and downspouts. The final volume discusses supervisory responsibilities and personnel management, supervision of sheet metal fabrication and repair operations, determining job requirements, and inspec-

tions and evaluations. Each volume is accompanied by a student workbook containing a study reference guide, chapter objectives, chapter review exercises keyed to the text with answers, and volume review exercises keyed to the text. (KC)

ED 240 369 CE 038 326

Burrow, Elaine, Comp. Hill, Pam, Comp. Special Needs Adaptations for Office Education Teachers.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—83

Note—51p.

Available from—Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. SN-103-TG).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Curriculum Development, *Hearing Impairments, *Mainstreaming, *Mental Retardation, *Office Occupations Education, *Physical Disabilities, Secondary Education, Teaching Methods, *Visual Impairments, Vocational Education

Intended for teachers in office education programs and those working with coordinated vocational-academic education programs, this material provides information for adapting the regular classroom, equipment, and curriculum to meet the particular needs of students with special needs. An introduction briefly describes the three major laws influencing vocational education for handicapped persons. The next four chapters are devoted to ways for providing instruction to students with four types of handicapping conditions: hearing impaired, mentally retarded, physically impaired, and visually handicapped. Each chapter offers a definition of the handicapping condition, a discussion of student abilities and needs, and a collection of teaching techniques and strategies relating to adaptation of physical facilities, setting of goals, adaptation of the curriculum, specialized materials and equipment, teaching methods, and modification of testing and evaluation processes. An example of how a unit of instruction may be adapted for the special needs of the students is also included. (No example is provided for the physically handicapped.) Appendixes include a reading level formula; listings of resource materials, resource organizations, articles, and special equipment and tools with their purpose and source; and information on project IMPART. (YLB)

ED 240 370 CE 038 327

Dean, James W. Drill Press Operator. Coordinator's Guide, Individualized Study Guide. General Metal Trades.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—Aug 83

Note—56p.; For related documents, see ED 222 716, ED 231 951-952, and CE 038 328-330.

Available from—Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. TI-231-TG).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Cooperative Education, Equipment Utilization, Individualized Instruction, Learning Activities, *Machine Tool Operators, *Machine Tools, *Metal Working, Part Time Students, Secondary Education, Study Guides, Teaching Guides, Tests, *Trade and Industrial Education, Transparencies

This guide provides information to enable coordinators to direct learning activities for students using an individualized study guide on operating a drill press. The study material is designed for students enrolled in cooperative part-time training and employed, or desiring to be employed, as drill press operators. Contents include a sample progress chart, suggested teaching procedures for the coordinators, answers to assignment sheets, answers to a unit test, a sheet with the study guide objective and specific objectives, five information sheets, seven assignment sheets, eight transparency masters, and a five-part unit test (each part covers one information

sheet). The information sheets cover these topics: preparing to operate a drill press, cutting speeds and cutting fluids, twist drills and drilling accessories, drilling operations, and basic hand and power tools. (YLB)

ED 240 371 CE 038 328

Lathe Operator. Coordinator's Guide. Individualized Study Guide. General Metal Trades.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—Oct 83

Note—89p.; For related documents, see ED 222 716, ED 231 951-952 and CE 038 327-330.

Available from—Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. TI-232-TG).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Cooperative Education, Equipment Utilization, Individualized Instruction, Learning Activities, *Machine Tool Operators, *Machine Tools, *Metal Working, Part Time Students, Secondary Education, Study Guides, Teaching Guides, Tests, *Trade and Industrial Education, Transparencies

This guide provides information to enable coordinators to direct learning activities for students using an individualized study guide on operating a lathe. The study material is designed for students enrolled in cooperative part-time training and employed, or desiring to be employed, as lathe operators. Contents include a sample progress chart, suggested teaching procedures for the coordinators, answers to assignment sheets, answers to a unit test, a sheet with the study guide objective and specific objectives, 12 information sheets, 18 assignment sheets, and an eight-part unit test. The information sheets cover these topics: introduction to lathe operations, basic hand and power tools, headstock accessories, carriage accessories, tailstock accessories and other accessories, terms and definitions, basic lathe operations, things to consider when running speeds and feeds, knurling, tool post grinding, filing and polishing, and cleaning and lubricating the lathe. (YLB)

ED 240 372 CE 038 329

Dean, James W. Milling Machine Operator. Coordinator's Guide, Individualized Study Guide. General Metal Trades.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—Sep 83

Note—82p.; For related documents, see ED 222 716, ED 231 951-952 and CE 038 327-330.

Available from—Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. TI-233-TG).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Cooperative Education, Equipment Utilization, Individualized Instruction, Learning Activities, *Machine Tool Operators, *Machine Tools, *Metal Working, Part Time Students, Secondary Education, Study Guides, Teaching Guides, Tests, *Trade and Industrial Education, Transparencies

This guide provides information to enable coordinators to direct learning activities for students using an individualized study guide on operating a milling machine. The study material is designed for students enrolled in cooperative part-time training and employed, or desiring to be employed, as milling machine operators. Contents include a sample progress chart, suggested teaching procedures for the coordinators, answers to a unit test, a sheet with the study guide objective and specific objectives, eight information sheets, 11 assignment sheets, nine transparency masters, and an eight-part unit test (each part covers one information sheet). The information sheets cover these topics: terms and definitions, milling machine safety, introduction to milling, milling accessories, operation of the milling machine, milling calculations, basic hand and power tools, and metals and shapes. (YLB)

ED 240 373

CE 038 330

28 Document Resumes

Note—395p.; For related documents, see ED 216 173-175.

Available from—Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Clerical Occupations, Clerical Workers, Competency Based Education, Curriculum Guides, Learning Activities, *Office Machines, Office Occupations, *Office Occupations Education, Secondary Education, Tests, Transparencies, Typewriting, Units of Study

This teacher's guide provides instructional materials for students enrolled in office duplication practices (ODP) programs. It includes nine instructional units, eight of which center around occupations covering a variety of skills development. The ninth unit focuses on job success. Each unit of instruction consists of 10 basic components: overall objective, occupational information, an instructor's resource sheet (an outline of content), a list of additional resource material, information sheets (content essential for meeting the cognitive requirements), transparency masters, assignment sheets (application of knowledge), job sheets (procedures to give direction to the skill being taught), unit tests, and test and assignment sheet answers. The first eight units cover the following approved job titles as found in the Dictionary of Occupational Titles: ticket seller, copy cutter, general clerk, attendance clerk, stock clerk, appointment clerk, information clerk, and varitype operator. Unit 9 focuses on developing proper job attitudes and ethical conduct. Units are planned to cover more than one classroom period. (YLB)

ED 240 380 CE 038 341

Hulsari, Richard. Bauman, Paul
Colorado Employability Skills Survey. Report of Results.

Colorado State Dept. of Education, Denver.

Pub Date—Nov 83

Note—47p.

Available from—Colorado Department of Education, Western Plaza Bldg., 303 West Colfax Avenue, Denver, CO 80204 \$3.50.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Employee Attitudes, Employer Attitudes, *Employment Potential, *Enlisted Personnel, *Entry Workers, *High School Graduates, *Job Skills, Military Service, *Military Training, Student Attitudes, Teacher Attitudes

Identifiers—Colorado

Interviews were conducted with employers and military personnel to obtain information regarding basic skills needed in entry-level jobs available to young people with a high school education. Information was also obtained from young entry-level employees and military recruits on the quality of their high school preparation in basic employment skills and the types of activities that helped them in the school-to-work transition. Indepth interviews were conducted with 135 managers, owners, and supervisors and 130 entry-level employees. Employers ranked 80 tasks in reading, mathematics, computers, writing, communications, interpersonal, manual/perceptual, problem solving/reasoning, and job retention/career development in order of importance. Employees indicated the importance of various tasks in their present positions and rated their preparation in high school for the same tasks. Open-ended questions were asked about types of courses, extracurricular activities, and out-of-school experiences that helped them succeed in their present positions. Interviews were also conducted with 45 military and 8 civilian instructors and 57 young recruits. Following two sections presenting results of the survey is a third section that provides examples of some existing programs in Colorado designed to improve the career knowledge and employability skills of young people. (YLB)

ED 240 381 CE 038 343

McDonnell, John J. And Others

Issues in the Transition from School to Adult Services: A Survey of Parents of Secondary Students with Severe Handicaps. Specialized Training Program. Model School and Community Services for People with Severe Handicaps. Oregon Univ., Eugene. Center on Human Development.

Spons Agency—Special Education Programs (ED-

/OSERS), Washington, DC.

Pub Date—[83]

Contract—300-81-2608

Note—35p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Programs, Ancillary School Services, *Community Services, Education Work Relationship, Job Placement, *Needs Assessment, Parent Attitudes, *Residential Programs, Secondary Education, Secondary School Students, *Severe Disabilities, Special Education, Vocational Education, *Vocational Rehabilitation, Vocational Training Centers

Parental projections of service needs and their ranking of features they perceived as important in vocational and residential programs for their handicapped son/daughter were assessed through a written questionnaire. A total of 163 questionnaires were completed and returned by parents of high school students with moderate and severe handicaps. The questionnaire consisted of nine items that asked parents to provide demographic information, to rank features of vocational and day services most likely to influence selection of a program, to rank features of residential services most likely to influence program selection, and to rank generic adult service programs their children would need immediately upon graduation, five years after graduation, and ten years after graduation. Parents overwhelmingly ranked vocational/day programs as the top priority for their children upon graduation and for the next 10 years. Long-term structured employment models providing a wide range of work opportunities and contact with nonhandicapped peers were the preferred alternative. Residential programs were more important five to ten years after graduation. Case management services were seen as important at two points in a student's transition from school to adult services: prior to graduation and as parents grow older and less able to act as their children's overseer. Data also verified the inadequacy of information for parents about adult services. (YLB)

ED 240 382 CE 038 354

Develop a Unit of Instruction. Second Edition.

Module B-3 of Category B—Instructional Planning. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-89606-159-0

Pub Date—84

Note—55p.; For related documents, see ED 236 356 and CE 038 157-158.

Available from—American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Competence, Competency Based Education, *Educational Planning, *Learning Activities, Learning Modules, Lesson Plans, Postsecondary Education, *Teacher Education, *Units of Study, Vocational Education, *Vocational Education Teachers

This module, one in a series of 127 performance-based teacher education learning packages, focuses on specific professional competencies of vocational teachers. The materials are designed for use by preservice and inservice teachers working individually or in groups under the direction and with the assistance of teacher educators. This module describes various kinds of instructional units and how they can be used to improve instruction in vocational programs. It also explains how to put these components all together to create a written unit plan. Teachers completing the module successfully should be competent in developing instructional units in their vocational service areas. The material in the module is organized into five learning experiences, each consisting of an enabling objective, activities with information sheets, and feedback. The final learning experience requires the students to develop a unit of instruction in an actual teaching situation and to have a resource person find his/her competency in developing the unit. Sample forms and case studies are given in the module. (KC)

ED 240 383 CE 038 355

Levin, Henry M.

Education and Jobs in a Technological World. Information Series No. 265.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—36p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN 265-5325).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Continuing Education, *Educational Needs, Educational Trends, *Education Work Relationship, Emerging Occupations, Employment Patterns, *Employment Projections, *Futures (of Society), Job Training, Labor Needs, *Lifelong Learning, Postsecondary Education, Secondary Education, *Technological Advancement, Vocational Education

Identifiers—United States

A pressing problem in the United States today is that of employment: how to create enough jobs and, especially, what impact high technology will have on present and future jobs as well as educational needs. Some policymakers see high technological industries as the basis for revitalizing the economy. The major challenge to education and training, according to this view, is to prepare adequate numbers of people with required high-level skills and to upgrade the present skill requirements of occupations. In this view, more, better, and more specialized education is needed. In contrast to these persons are those who predict that the effects of high technology on employment will be modest in both the number of jobs created and the skill level required, and that high technology will downgrade skill requirements of existing jobs as well as displace workers already in jobs. Furthermore, the labor force will not require expanded science and mathematics or computer literacy but will be employed in low-level service occupations. According to this view, the relatively small number of workers who will require higher-level skills will be able to obtain them through existing higher educational channels. In our view, what is needed is a comprehensive approach enabling persons to obtain the types of education and training that they need throughout their working lives. Such an approach, called recurrent education, would (1) respond to emerging educational needs, (2) cover a wide range of opportunities, and (3) by establishing a wide range of finance and information, allow persons to undertake a variety of educational and training experiences over a lifetime. Such a system should be a top priority for this country. (KC)

ED 240 384 CE 038 356

Lemons, C. Dale

Education and Training for a Technological World. Information Series No. 267.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—51p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN 267-5425).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Basic Skills, Cognitive Processes, Computer Oriented Programs, Computers, Dislocated Workers, Economic Development, *Educational Change, Educational Improvement, *Educational Needs, Educational Trends, Emerging Occupations, *Futures (of Society), Job Training, Models, Postsecondary Education, Program Descriptions, *Program Development, Retraining, Robotics, Secondary Education, *Technical Education, *Technological Advancement, Technology, Vocational Education

Identifiers—United States

Today, this country is facing awesome challenges. Technology is changing all aspects of life, while work force requirements shift rapidly, swelling the numbers of workers who need to be retrained. At the same time, information technologies are creating changes in the automated office. Higher-level literacy is required for most workers in this sector. As the economy moves from an industrial to an information base, the mass educational approach

designed to turn out productive workers for industry is no longer deemed appropriate. Rather, education for the future must be improved; not only must schools reemphasize the basics, they must expand the traditional curriculum to include communications, higher-level problem-solving skills, and scientific and technological literacy. Whereas only 7 percent of this country's new jobs will be in high-technology occupations, programs to train workers for these jobs must be designed and implemented quickly if the United States is to compete in the international marketplace of the new global economy. Educators at all levels should cooperate to provide their students with higher levels of mathematics, language, science, and computer literacy skills, along with critical thinking and reasoning skills. (This paper provides information about and examples of the types of programs needed to prepare persons for the new technological jobs that are emerging.) (KC)

ED 240 385 CE 038 357

Lipson, Joseph I.
Educational Technology in Voc Ed. Information Series No. 268.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—34p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN 268-\$3.25).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Artificial Intelligence, Cognitive Processes, Communications, Computer Assisted Instruction, *Computer Oriented Programs, Computer Programs, Computer Science, Development, Educational Improvement, *Educational Needs, Educational Planning, *Educational Technology, *Educational Trends, Education Work Relationship, *Futures (of Society), Job Training, Microcomputers, Postsecondary Education, Program Improvement, Research Needs, Secondary Education, Technological Advancement, Technology Transfer, *Vocational Education

This monograph provides a vision of the future for vocational educators in a position to improve programs, such as teachers and administrators of local educational agencies and state leaders who set priorities in educational agencies. The monograph addresses nationwide technological concerns of the computer, image storage and creation, and communications. It promotes understanding of organizational factors and the learning processes needed to make good use of the computer hardware and software tools becoming available for educational programs. The paper is organized to provide ideas on developing skilled workers, selecting useful hardware and software, and interpreting trends in educational technology. Examples of technological application in industry are cited, and likely future trends are indicated. The monograph provides change-oriented educators with insights into future use of technology and promotes an increased awareness of future trends, uses of technology in education, and priority research and development needs. A glossary of computer terminology is provided. (KC)

ED 240 386 CE 038 358

Friedenberg, Joan Bradley, Curtis
Bilingual Voc Ed. Information Series No. 269.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—58p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN 269-\$3.75).

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Bilingual Education, *Bilingual Education Programs, *Bilingual Instructional Materials, Bilingual Teachers, Demonstration Programs, *Educational History, Educational Needs, Edu-

cational Policy, Educational Resources, English (Second Language), Federal Legislation, Federal Programs, *Limited English Speaking, Models, Postsecondary Education, Program Design, Program Development, Program Implementation, Program Improvement, Secondary Education, Second Language Instruction, State Programs, Student Evaluation, Teacher Education, *Vocational Education, Vocational Education Teachers

This paper presents a historical overview of the field of bilingual education and vocational education. The extent of the need for bilingual vocational education is described along with the status of current programming. The description of the state of the art includes program design, assessment practices, instructional materials, personnel, and strategies in bilingual vocational instructor training. Exemplary bilingual vocational education programs are reviewed, including those on the federal, state, and local levels, and vocational English-as-a-second-language programs are described. Finally, recommendations are made relative to program development and expansion. Appendices to the paper list selected sources of bilingual and non-English vocational materials and selected resources in bilingual vocational training. (KC)

ED 240 387 CE 038 359

Carnevale, Anthony Patrick

A Society Based on Work. Information Series No.

270.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—108p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN 270-\$8.75).

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Basic Skills, Disadvantaged Youth, Dislocated Workers, Economically Disadvantaged, Economic Change, *Economic Development, Economics, *Educational Needs, Education Work Relationship, *Employment Problems, *Government Role, History, Inflation (Economics), Job Training, Policy Formation, Postsecondary Education, *Public Policy, Secondary Education, Underemployment, *Unemployment

Identifiers—United States

American society is based on work. The industrial revolution exposed a growing proportion of the population to unemployment, underemployment, and dislocation. Early theoreticians believed that unemployment was a temporary labor market imbalance that would correct itself with downward wage adjustments. John Maynard Keynes, on the other hand, argued that unemployment is involuntary and results from government policies that can be changed. The Employment Act of 1946 legislated the nation's intent to achieve full employment, an ideal still held. However, the only way to achieve full employment is through increased spending that fuels inflation. To date, the principal strategy for fighting inflation has been economic restraint, which results in ever-higher levels of unemployment. The strategy proposed to correct the situation emphasizes policies that conform to the actual operation of the labor market, with a full range of anti-inflationary policies in place before attempts are made to reach the 8 percent unemployment barrier. Probably the best device above the 6 percent unemployment rate is a temporary marginal wage subsidy to create jobs. Below the 6 percent rate, strategies to improve productivity in the lower range of jobs are appropriate. To provide the training needed to increase productivity, American educational systems will have to do a better job of making sure youth acquire a high level of basic skills. However, overall economic expansion is a necessity if unemployment is to be reduced. (KC)

ED 240 388 CE 038 360

Hanson, Garth A.

Entrepreneurship: A Career Alternative. Information Series No. 273.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—83

Contract—300-83-0016

Note—41p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN 273-\$4.25).

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Business, Career Choice, Career Education, *Educational Resources, *Entrepreneurship, Guidelines, *Occupational Information, Personality Traits, Postsecondary Education, *Publications, Secondary Education, *Small Businesses, *Teaching Methods

This paper, a resource for vocational and adult education teachers who teach entrepreneurship education, reviews selected literature on entrepreneurship published since 1970. It includes periodicals, monographs, books, and miscellaneous publications produced by the U.S. Small Business Administration and similar organizations. The literature reviewed is synthesized into guidelines for use by vocational educators responsible for teaching entrepreneurship skills. The paper organizes the synthesized literature into these five chapters: (1) characteristics of entrepreneurs, (2) industry selection factors, (3) getting started in an industry, (4) the entrepreneurial industry, and (5) learning how to be an industry entrepreneur. Each of the chapters begins with an introduction to the topic with some support from the literature. A list of suggested activities follows, and the chapter concludes with a brief summary. A bibliography of printed materials for and about entrepreneurs is included in the document. (KC)

ED 240 389 CE 800 031

Neff, Monroe C. Zal, Eli

The ESL Refugee Program: A Nuts and Bolts Presentation.

Houston Community Coll. System, TX. Adult and Continuing Education Div.

Pub Date—[82]

Note—27p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Education, Adult Literacy, *Adult Programs, Adult Students, Asian Americans, Community Education, Continuing Education, Cultural Context, Employment Potential, *English (Second Language), *Indochinese, Program Descriptions, *Refugees, Student Needs, Teacher Education, *Vietnamese People

Identifiers—PF Project

A 12-month program provides adult Indochinese refugees with the basic communication skills and understanding of American culture needed to help them secure or upgrade employment. Offered through the community college system, the program is divided into four levels of instruction: non-literate, beginning, intermediate, and upper intermediate. The curriculum at each level consists of reading, grammar, tests, and an outside speaker program. Staff development includes preservice workshops and teacher observations. Special attention is also given to preparing staff for cultural differences in dealing with the Indochinese population. A list of special considerations describes the problems of pronunciation and the special needs of a non-literate student body. Appendices contain a course description, samples of tests, a discussion of cultural differences, songs for use in an English as a second language class, and an evaluation instrument. (LP)

ED 240 390 CE 800 035

Wise, John

The Funnybone Family Saga. [Level 1, Books 1-5; Level 2, Books 6-10.] XYZ-Rated: For Adults Only. Basic Skills Series.

Elsinore Union High School District, Lake Elsinore, CA.

Spons Agency—California State Dept. of Education, Sacramento.

Pub Date—79

Note—447p.

Available from—Elsinore Union High School District, 1201 West Graham Ave., Lake Elsinore, CA 92530 (\$25.00 for 12 readers).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *High Interest Low Vocabulary Books, Humor, Instructional Materials, Literacy Education, *Reading Comprehension, *Reading Instruction,

Reading Materials, Vocabulary, *Vocabulary Development, Word Lists

Identifiers—PF Project

A series of 10 high-interest, low-vocabulary reading books for adult basic education students is presented. The series begins with very simple vocabulary and gets progressively more difficult from book to book. Each book contains from four to six stories which focus on the lives and relationships of a variety of humorous characters living in a fictitious town. Each story is preceded by a list of vocabulary to be introduced or reinforced in the story, and is followed by several questions for checking reading comprehension. The stories in book 10 include questions for checking understanding of vocabulary. Each book also contains an alphabetical list of the vocabulary presented in the book. (DC)

ED 240 391 CE 800 041

Competency Based Adult Education: A Process Model

Spons Agency—California State Dept. of Education, Sacramento, Div. of Adult and Community Education; Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—1 Feb 79

Note—139p; Developed by the CALCOMP Committee and Consortium.

Available from—California State Dept. of Education, Division of Adult and Community Education, P.O. Box 211, Sacramento, CA 95802 (write for price).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Standards, Adult Basic Education, *Adult Literacy, *Basic Skills, *Competency Based Education, High School Equivalency Programs, Instructional Materials, *Minimum Competencies, Models, Needs Assessment, Program Implementation, *Public School Adult Education, Staff Development

Identifiers—PF Project

The document provides a process model for a competency-based adult high school diploma program. Following an overview, the document is arranged into nine chapters. Chapter 1 focuses on starting such a program and gives suggestions for conducting needs assessment, setting up a planning group, implementing adult basic education awareness activities, and securing general community involvement. Chapter 2 provides a statement of philosophy, and chapter 3 considers the identification, rating, and organization of competencies. In chapter 4, a description is given of the characteristics, organization, content, strategies, and delivery of instruction. Chapter 5 provides a discussion of the purposes, characteristics, techniques, and administration of learner assessment. In chapter 6, suggestions are given for selecting, adapting, and developing competency-based education materials. While the focus of chapter 7 is on program evaluation, chapter 8 focuses on the evaluation of staff development. The final chapter presents additional questions and answers concerning competency-based education. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (LH)

ED 240 392 CE 800 083

Career Education [Planning Folder]

Frederick County Board of Education, Md.

Pub Date—[83]

Note—11p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Awareness, Career Choice, *Career Exploration, Employment Potential, *School Guidance, Secondary Education, Student Interests, Student Records, Vocational Interests

Identifiers—PF Project

A career planning folder helps secondary students recognize and make choices concerning their interests, skills, and goals. Students record their progress annually on a series of charts. In the eighth and ninth grades, students list their school and community activities, their interests and hobbies, jobs or careers they have researched and found interesting, and the abilities needed to fulfill these jobs. In the tenth and eleventh grades, students continue to record job and career clusters interesting to them, and match the skills needed for these jobs with skills

they possess or can acquire. In the twelfth grade, students describe their post-graduation plans. A tentative career planning chart is provided for students to enter their plans, problems, and discussions with parents. Additional charts record aptitude test and entrance exam grades, career counseling sessions, work experience, references, and academic record for grades 8 through 12. (LF)

ED 240 393 CE 800 085

Next Steps: Making Career Plans.

Frederick County Board of Education, Md.

Spons Agency—Maryland State Dept. of Education, Baltimore.

Pub Date—83

Note—59p; Chart on page 28 contains small type. Available from—Coordinator of Career Education,

Board of Education of Frederick County, 115 E. Church St., Frederick, MD 21701 (\$4.50).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Career Exploration, *Career Planning, *Employment Opportunities, Equal Opportunities (Jobs), Federal Aid, Guidelines, High Schools, Resource Materials, State Aid, Student Financial Aid, Vocational Education

Identifiers—PF Project

Designed to assist Frederick County (Maryland) high school students with career planning, this handbook provides information for exploring the question, "What to do after high school?" General information covers employment trends, average starting salaries, types of financial aid available, relevant Federal statutes regarding equal pay and discrimination in employment, and the Maryland Equal Pay Act. A career planning time line suggests steps to take during each high school year. Programs and resources available to the students are explained: the high school curriculum; the career center; vocational education; the vocational technical center; cooperative work study; continuing education; vocational placement; and volunteer programs. The following alternatives are also discussed: immediate employment (how to job search); the armed forces; trade, technical, and business schools; apprenticeships; and community college programs. Occupational and technical career programs available in Maryland community colleges are listed. A brief paragraph on the option of pursuing a college education concludes this handbook. (EM)

ED 240 394 CE 800 086

Miller, Juliet

Displaced Workers. Overview: ERIC Fact Sheet

No. 21.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—[83]

Note—4p; This fact sheet is based upon "Worker Adjustment to Plant Shutdowns and Mass Layoffs: An Analysis of Program Experience and Policy Options" by M.C. Barth and F. Reiser (ED 209 478) and "Employment Generating Services Handbook: Practical Models for Expanding Job Opportunities" by the National Alliance of Business (ED 208 261).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Cooperation, Business Responsibility, Cooperative Programs, *Dislocated Workers, Economic Development, *Employment Programs, Employment Statistics, Government Role, *Individual Needs, Industry, *Job Layoff, Literature Reviews, Program Development, Retraining, *Unemployment

Identifiers—ERIC, Fact Sheets, PF Project

The displaced worker is an individual who has been laid off from a job and has little or no hope of returning to that particular position. The number of displaced workers is large and is apt to increase. Displaced workers are typically male, older, not highly educated, and are union members with several years of seniority and above-average wages. Long-term solutions to their needs are provided by economic development strategies involving the cooperation of government, business, and education. Short-term strategies such as Canada's Manpower Adjustment Committees are used to respond to the needs of employers and employees in specific situations. The most important goal of short-term programs may be to help displaced workers understand that there is a network of support services available. Responsibility should be shared by government,

employers, labor, education, and community agencies. This fact sheet includes lists of: (1) facts and figures on displaced workers; (2) individual needs; (3) long-term economic development strategies; (4) features of adjustment committees; (5) short-term program strategies; (6) ways in which agencies can share responsibility; and (7) two references upon which this fact sheet is based (see note). (DC)

ED 240 395 CE 800 087

Miller, Juliet

Communications Technologies in Adult, Career, and Vocational Education. Overview: ERIC Fact

Sheet No. 22.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—[83]

Note—4p; This fact sheet is based upon four papers included in "Communications Technologies: Their Effect on Adult, Career, and Vocational Education" edited by N.E. Singer (ED 220 726).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communications, Delivery Systems, *Educational Change, Educational Demand, *Educational Technology, Literature Reviews, Teacher Role, Teaching Methods, *Technological Advancement, *Telecommunications

Identifiers—ERIC, Fact Sheets, PF Project

This fact sheet provides an overview of the potential effects of new communications technologies on education. The topics which are addressed include: (1) examples of communications technologies including television, teletext and videodata, Instructional Television Fixed Service and Multipoint Distribution Services, videodiscs, direct broadcast satellites, and personal computers; (2) influences these technologies will have on the workplace and on the demand for education; (3) ways that they will affect teaching methods and instructional delivery systems; and (4) potential effects they will have on the role of the educator. Four papers upon which this fact sheet is based (see note) are cited along with three additional resources, two of which are available from the Educational Resources Information Center (ERIC) system. (DC)

ED 240 396 CE 800 088

Miller, Juliet

Career Education for the Underemployed. Overview: ERIC Digest No. 26.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—[83]

Contract—NIE-C-400-81-0035

Note—4p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Education, *College Graduates, Educational Needs, *Education, Work Relationship, *Employment Patterns, Employment Projections, Employment Statistics, Higher Education, Individual Needs, Literature Reviews, *Underemployment

Identifiers—ERIC, Fact Sheets, PF Project

Facts and figures related to the underemployment of college graduates are presented. Underemployment is defined as holding a job that requires less education than the employee has obtained. Topics which are discussed in this digest include: (1) the implications of underemployment for career development; (2) statistics on college enrollment and the proportion of college graduates in the labor force; (3) types of jobs held by college graduates; (4) the employment outlook for college graduates; (5) trends in family income since 1960; and (6) career education needs of the underemployed including exploration of a wider range of options, exploration of the relationship between work and other life roles, and career planning for multiworker families. This digest includes an eight-item summary of employment trends and an eight-item bibliography of references, two of which are available from the Educational Resources Information Center (ERIC) system. (DC)

ED 240 397 CE 800 089

Miller, Juliet

Career Development in Adult Basic Education.

Overview: ERIC Digest No. 27.

friendship, likes and dislikes, and emotions. Suggestions are provided for using this packet as part of a contract learning unit. This document is one of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (LP)

ED 240 405 CE 800 105

Smith, Terry R.
Managing Cooperative Vocational Education Programs Using the Microcomputer.

Pub Date—83

Note—9p.; Paper presented at the Convention of the American Vocational Association (Anaheim, CA, December 5, 1983).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer, Managed Instruction, *Computer Oriented Programs, *Cooperative Education, Cooperative Programs, Coordination, Guidelines, *Microcomputers, *Program Administration, School Guidance, Secondary Education, *Vocational Education

Identifiers—PF Project

Ways in which microcomputers can be used in cooperative vocational education programs in secondary schools are presented. It is stated that the future of cooperative education depends on its ability to be accountable for the time that students spend outside of the classroom and that the microcomputer can be an effective tool in meeting this need. A variety of tasks that microcomputers can perform are listed for the following areas: (1) administration; (2) guidance; (3) management of records and inventories; (4) professional development; (5) instructional management; (6) assistance to vocational student organizations; (7) coordination; and (8) school-community relations. Examples of a training plan, a weekly coordinator's report, and a student wage-hour report generated on a microcomputer are appended. (DC)

ED 240 406 CE 800 109

Housh, Patty L.
How to Choose and Incorporate Word Processing Equipment into Your Curriculum.

Pub Date—7 Jan 83

Note—19p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Clerical Occupations, Comparative Analysis, *Curriculum Development, Employment Potential, Equipment Evaluation, Guidelines, *Job Skills, Language Arts, *Office Occupations Education, Postsecondary Education, Program Descriptions, *Program Development, Program Implementation, *Purchasing, Vocational Schools, *Word Processing

Identifiers—Keyboarding, PF Project

This two-part document describes the development of a word processing instructional program at NEKA Vo-Tech School (Kansas) and offers recommendations for incorporating word processing into the curriculum. Program development steps which are discussed include: assessing community needs; developing implementation phases; contacting other instructors; researching facility needs; subscribing to journals; and researching funding sources. The list of criteria by which eleven brands of word processing equipment were compared includes: cost; service and repair; systems support; training; ease of operation; equipment standardization; buy versus lease; vendor reputation; storage capacity; printing speed; output or print quality; warranty; training manuals; and software and supplies. The following recommendations are offered: at an equipment demonstration, care should be taken to check out the equipment on tasks that it will be used for; when incorporating word processing into the postsecondary curriculum, the highest priorities are language arts and keyboarding skills; and speed should be measured by line count rather than words per minute. The following skills are described as being important: machine transcription; proofreading; grammar; use of reference sources; records management; basic mathematics; word processing terminology; and correction methods. A 30-item list of points to clarify during an equipment demonstration is included. (DC)

ED 240 407 CE 800 113

Intergenerational Programs in Wisconsin Schools.
Wisconsin State Dept. of Public Instruction, Madison.

Report No.—WSDPI-Bull-3236

Pub Date—3 Jan 83

Note—62p.; This booklet was a joint project of the Wisconsin Department of Public Instruction, the Wisconsin Office on Aging, and the University of Wisconsin-Madison, Community Education Center.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Age Differences, Age Groups, *Agency Cooperation, *Aging Education, Demonstration Programs, Elementary Secondary Education, *Older Adults, Program Descriptions, *Public Agencies, Regional Programs, Resources, *School Community Programs, Services, Shared Facilities, State Agencies, State Programs, State Surveys, Volunteers

Identifiers—Foster Grandparent Program, *Intergenerational Programs, PF Project, Retired Senior Volunteer Program, *Wisconsin

Existing intergenerational programs in Wisconsin schools are described in this booklet along with ideas and resources to encourage greater school and community involvement in such efforts. The booklet is divided into three major sections. The first section is a summary of the major facts on aging and a summary of information gathered from the 1981 intergenerational survey sent to all Wisconsin school districts. The second section describes eight exemplary programs in Wisconsin schools which incorporate concepts of aging into the curriculum, promote contact and understanding between the generations, and open up school facilities to serve the needs of older persons. The third section lists available resources which schools, agencies on aging, and communities could use in exploring and implementing programs. The two major resource networks described are the Wisconsin Aging Network, and the Public Schools and Selected Programs on Aging. The appendix contains references to numerous Wisconsin resources on aging and a 52-item bibliography of books, teaching materials, articles, films, and other media. (EM)

CG

ED 240 408 CG 017 220

Rush, Isabel E.
Comparative Study of Learning Styles and Related Factors between Traditional and Nontraditional Students at the University of Akron.

Pub Date—Mar 83

Note—63p.; Paper presented at the Annual Meeting of the National Council on Aging, Detroit, MI, March 13-16, 1983. Some tables are of marginal legibility because of small print.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Adult Learning, *Age Differences, *Cognitive Style, Comparative Analysis, Higher Education, Middle Aged Adults, *Nontraditional Students, *Reentry Students, Student Educational Objectives, Student Participation, Young Adults

Identifiers—University of Akron OH

Colleges and universities are having to design instructional formats for both traditional and nontraditional, second career individuals. To compare the learning styles and other related educational factors (e.g., test preferences, educational goals) of traditional and nontraditional students at the University of Akron (Ohio), 154 traditional students, aged 18 to 25, and 84 nontraditional students, aged 30 and over, completed Kolb's Learning Style Inventory, a general questionnaire on behaviors required in higher education, and a demographic information sheet. An analysis of the results showed no significant interaction between the traditional and nontraditional groups and learning style, i.e., learning style was not dependent on age in predicting questionnaire responses. However, learning styles and questionnaire responses significantly discriminated between the two groups, in that nontraditional students displayed more determination and certainty, handled classroom assignments with ease, and responded more favorably to brainstorming sessions than did traditional students. (Numerous tables present the results.) (BL)

ED 240 409 CG 017 237

Tutin, Judith
Belief Perseverance: A Replication and Extension

of Social Judgment Findings.

Pub Date—Aug 83

Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Change, *Attribution Theory, *Beliefs, College Students, *Evaluative Thinking, Higher Education, Perception, *Persistence, Schemata (Cognition), Social Theories

Identifiers—*Belief Perseverance, Social Judgment Theory

Individuals tend to hold on to initial impressions even after the data upon which they have formed the impression have been discredited. To partially replicate and extend a previous study (Ross et al., 1977) on belief perseverance, in which subjects were told they were to act as clinical psychologists attempting to understand and predict patients' behavior based on background information, college students attempted to make clinical judgments about possible patient behavior based on case history material. Two control groups, one without explanation (N=20) and one with explanation (N=20) were included. Subjects in the experimental conditions provided one explanation (N=20) or two explanations (N=38) about why the patient might or might not have committed suicide. All subjects rated the likelihood of five events (committed suicide, participated in a dangerous medical experiment, became an alcoholic, contributed money to the Peace Corps, volunteered on a political campaign) subsequently occurring in the patient's life. Analysis of the results provided clear support for the hypothesis that once having explained an event, subjects' subjective likelihood predictions for that event actually occurring increase. However, no increase was obtained among subjects in the dual explanation task. It is possible that subjects recognized the ambiguities in the data when faced with a second and contradictory explanation task. (MCF)

ED 240 410 CG 017 238

Riggar, T. F. Beardsley M.
Occupational Stress and Burnout: Annotations.

Pub Date—83

Note—348p.; For related document, see CG 017 239.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—*Administrators, Annotated Bibliographies, Attribution Theory, *Burnout, Coping, *Job Satisfaction, Stress Management, *Stress Variables, Vocational Adjustment

In an attempt to classify some of the vast research on job stress, this annotated bibliography presents over 170 references relating to burnout, stress, and job satisfaction among managers, executives, and administrators. Bibliographic information is provided for each reference along with a summary of major ideas, and results and conclusions. The resources, all published within the last 15 years, include both books and journals, and cover theoretical perspectives as well as empirical research, national and international aspects, and public and private settings. References include discussions of specific sources of stress and burnout and actions that can promote health and job satisfaction. The bibliography is directed to practicing managers, business students and faculty, and psychologists. (JAC)

ED 240 411 CG 017 239

Riggar, T. F. Beardsley, M.
Stress-Burnout: A Bibliography. 1000+ References.

Pub Date—83

Note—73p.; For related document, see CG 017 238.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Burnout, Coping, Employee Attitudes, Employees, Job Satisfaction, Prevention, Stress Management, *Stress Variables, Vocational Adjustment

This comprehensive bibliography contains an alphabetized list of over 1000 references dealing with job stress and burnout. All relevant published references are included; they represent major journals from a wide range of disciplines, including psychology, sociology, management and administration, and human services such as social work and rehabilitation. Recently published books in the area of

stress and burnout are also included. The references encompass both managerial applications and staff workers at all levels of the organizational hierarchy in a wide spectrum of occupations. Both empirical research and theoretical treatments are provided, in addition to references describing both the prevention and/or treatment of stress/burnout. (JAC)

ED 240 412 CG 017 240

Farkas, Marianne And Others

Chronic Mental Patients after Deinstitutionalization: Trends in Living Independence and Vocational Status.

Pub Date—Aug 83

Note—19p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), Community Programs, *Deinstitutionalization (of Disabled), *Emotional Disturbances, *Employment Level, Followup Studies, Group Homes, *Institutionalized Persons, Place of Residence, Rehabilitation Programs

Identifiers—*Independent Living

Many studies have followed the living and work situations of discharged mental patients in the community. To add to this knowledge base, a study of 52 chronic inpatients was conducted over a 3 1/2 year period to examine the effects of deinstitutionalization on the living situations and vocational status of long-hospitalized patients. The patients averaged 39 years of age and 16 years of hospitalization. They were evaluated for living independence at six points in time, and for vocational status at five points in time, from February 1979 to September 1982. Analysis of results showed no significant trends for vocational status. However, results of a repeated measures trend analysis for locational status suggested a significant linear trend. Hence, when chronic patients were discharged into the community, no significant improvement in their work functioning was apparent, nor was there any noticeable pattern of change. But, subjects did tend to move to increasingly independent living situations, though setbacks were noted after a number of years. These setbacks could be accounted for by community resistance and funding shifts. As long as an orderly move to increasingly independent living situations was planned for and was possible, a number of subjects were able to respond to the demand of higher levels of independence. The findings suggest that the degree of living independence and the level of vocational status attained during deinstitutionalization may be related to a multitude of factors both external and internal to the client; the relative contribution of each is a matter for further investigation. (Author/JAC)

ED 240 413 CG 017 242

Allen-Meares, Paula Yeck, Dorothy
School Social Work. Pupil Personnel Services Recommended Practices and Procedures Manual Series.

Illinois State Board of Education, Springfield.

Pub Date—Sep 83

Note—56p.

Pub Type—Guides—Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, Needs Assessment, *Program Content, *Program Implementation, *Pupil Personnel Services, Pupil Personnel Workers, *School Community Relationship, School Counseling, School Social Workers, Student Needs

Identifiers—*Illinois

This manual, one of a series of five manuals written for pupil personnel workers in the Illinois schools, is designed to assist school personnel with practices and procedures in school social work. Chapter 1 focuses on philosophy, and briefly introduces major concepts in pupil personnel services including service coordination, community-school relationship, resource identification, needs assessment, and evaluation. A brief description of how to use the manual is also provided. Chapter 2 expands the material in chapter 1, discussing organization of services, needs assessment and implementation procedures, school social work administration and supervision (e.g., files, records, staff allocation, and supervision), and legislation. Chapter 3 discusses the delivery of services, program functions, relationships between school social workers and other school personnel, targets of services (students, par-

ents, staff, community), models of service, and areas of emphasis. Chapter 4 focuses on planning for the future. The seven appendices include acknowledgments and references, a bibliography, a taxonomy of school social work tasks, sample forms, listings of professional journals and bulletins, and Illinois graduate schools of social work. (BL)

ED 240 414 CG 017 243

Chan, Kenyon S. Osthimer, Beth

Navajo Youth and Early School Withdrawal: A Case Study. NCBR Reports.

National Center for Bilingual Research, Los Alamitos, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC

Pub Date—Mar 83

Note—62p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Failure, Adolescents, American Indian Culture, *American Indian Education, *American Indians, Career Planning, College Bound Students, Distance, *Dropout Characteristics, Educationally Disadvantaged, Family Environment, *High Risk Students, Language Dominance, Navajo, Secondary Education, *Student Educational Objectives

Identifiers—*Navajo (Nation)

The school dropout problem among American Indian youths is severe and complicated by the heterogeneous nature of the population and its unique social, cultural, and political history. To investigate the educational experiences of high risk Navajo youths in the areas of language minority status, traditionalism, critical markers, distance to school, and future orientation, 24 adolescents (13 males, 11 females), representing three subgroups: high school dropouts (N=6); high school seniors with no future educational plans (N=9); and college bound high school seniors (N=9), were interviewed. Interview topics included family, school history, language profiles, socialization experiences, perceptions, future plans, and work history. School and community records were also obtained. An analysis of the results showed that students whose families encouraged the development of English appeared to be more likely to do well in school and to graduate. Successful youths came from moderate homes that valued many of the Navajo traditions while adhering to many modern notions. Dropouts perceived themselves as more contemporary. In studying critical markers, student record keeping was found to be lacking as students moved between schools, making identification and planning for "high risk" students difficult. Distance to school and transportation problems affected school attendance, motivation, and the ability to go to school and to keep up with school work. Finally, college bound students had concrete future goals and plans, while graduates had some future goals and plans. Dropouts had little future orientation and no plans to improve their unemployment status. (Case studies of the six dropouts present a qualitative picture of the research findings.) (BL)

ED 240 415 CG 017 244

Lehmann, Stan And Others

Measuring Social Supports.

Pub Date—Aug 83

Note—11p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Higher Education, Measurement Techniques, *Negative Attitudes, Predictor Variables, *Psychological Characteristics, *Research Methodology, Social Networks, Social Psychology, *Social Support Groups, Stress Variables, Well Being

Identifiers—*Qualitative Analysis, *Social Interaction, Social Transaction Scale

Although social support has been operationally defined, a lack of conceptual clarity has made measurement modest and unreliable. To investigate the feasibility of measuring social support from a qualitative rather than a quantitative perspective, and to consider negative social interactions in the assessment, 130 college students were administered the newly devised Social Transaction Scale, the Social Network Survey, and three measures of well being. An analysis of the results showed that measures of quality or adequacy of available social resources rather than those of size or other quantitative char-

acteristics of the social network were better predictors of psychological outcomes such as strain or well being. Negative social interactions were identified and divided into conflicts and obstacles. Social obstacles directly affected well being and school strain. Although social conflicts did not directly affect well being or strain, they were influential in the presence of stress. Network size, density, and multiplexity were not significant variables. (BL)

ED 240 416 CG 017 245

O'Loughlin, Dan

Gathering and Using External Feedback: Graduate Perspectives.

Texas Univ., Austin.

Pub Date—25 Aug 83

Note—23p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Graduates, Counselor Educators, Counselor Role, *Counselor Training, *Doctoral Programs, Feedback, *Program Effectiveness, Program Evaluation, Program Improvement, *Psychologists

Identifiers—*Counseling Psychology, Professional Activities, *University of Texas Austin

For a counseling psychology training program to be effective, it must keep up with current trends and developments in the field. To evaluate the Counseling Psychology Training Program (CPTP) at the University of Texas at Austin, 74 doctoral level graduates of the program within the decade of 1973-1982 (51 males, 23 females) completed a questionnaire designed to gather information on demographics, current professional activities, and program evaluation, i.e., graduates' ratings of the CPTP. An analysis of the results showed that the CPTP strengths were the overall quality of the faculty and of the training both in psychotherapy and research, helpful atmosphere, and program flexibility. Weaknesses were the limited focus of the training, limited and late scheduled practice, and a few uninterested faculty. All graduates reported strong support of professional organizations and no difficulty in attaining licensure. All but one respondent were employed in a counseling or clinical psychology setting. Specific recommendations to the program were threefold. First, the program goals and orientation should be reevaluated since a lack of clarity and some dissatisfaction among graduates about the direction and purpose of training was found. Second, students should be provided with more information concerning career options. Finally, the program should consider the issue of counseling psychology identity. A liaison committee between the faculty, students, and graduates was developed to assist in the implementation of the recommendations. (BL)

ED 240 417 CG 017 246

Broken Families. Hearings before the Subcommittee on Family and Human Services of the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress, First Session (March 22 and 24, 1983) on Oversight on the Breakdown of the Traditional Family Unit, Focusing on the Effects of Divorce, Separation and Conflict within Marriage on Children and on Women and Men.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Pub Date—Mar 83

Note—310p.; Several pages are marginally legible due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adjustment (to Environment), Child Custody, *Child Welfare, *Divorce, Family Life, Family Problems, Hearings, Human Services, *Marital Instability, *One Parent Family, Stress Variables

Identifiers—Congress 98th

These hearings of the Subcommittee on Family and Human Services deal with the effects of divorce and single parenthood on children and adults. Discussion centers on the types of effects and their variations based on the age of the child; the time of divorce; sex of the child; and degree of communication between the child and both parents following divorce. Testimony is presented on public attitudes toward the value of family life, recent trends in the

incidence of divorce, and legal and psychological aspects of child custody and child kidnapping by parents. The proceedings also deal with ways of helping families, including counseling, mediation services, economic support, and parent education. The role of the government and social service agencies in strengthening families is discussed. Proceedings of the second day of hearings focus on the physical, emotional and economic effects of broken marriages on men and women, including both parents and grandparents. The testimony of nine witnesses is presented as well as 19 prepared statements (from doctors, senators, researchers, social workers, and counselors), and eight sets of prepared questions and answers. (JAC)

ED 240 418 CG 017 247

Wetzel, Christopher G. Wright, Carol E.
Reciprocity of Therapist's Self-Disclosure: Effects of Therapist's Race on Black Client's Disclosures.

Pub Date—Aug 83
Note—23p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Blacks, College Students, *Counselor Characteristics, Counselor Client Relationship, Females, Higher Education, *Racial Factors, *Self Disclosure (Individuals), *Therapists, Whites

Identifiers—Client Behavior, *Cross Race Interaction, *Reciprocity (Communication)

Self-disclosure, defined as any information about oneself which one person communicates verbally to another, is an important aspect of the therapeutic process. The strongest determinant of disclosure is disclosure itself—the reciprocity effect. To explore the reciprocity effect in the context of biracial counseling, 33 black female college students participated in an analogue study consisting of an interview with a female therapist they believed was either white or black. The therapist's level of self-disclosure was also manipulated. Results showed that increasing therapist disclosure increased trustworthiness when the therapist was black; it nonsignificantly decreased the therapist's trustworthiness when the therapist was white, suggesting that the white therapist's disclosure may have been considered out of place, inappropriate, or even condescending. A second finding was that the two measures of self-disclosure, the Jourard self-report scale, and the Chelune behavioral measures, did not significantly correlate. This may reflect racial differences in how self-disclosure is defined. Given the deleterious effects uncovered concerning cross-racial disclosure, a replication field study would raise ethical problems. (JAC)

ED 240 419 CG 017 248

Erkut, Sumru. Fields, Jacqueline P.
Relocation: Black and White Dual Career Families on the Move.

Pub Date—Aug 83
Note—10p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adjustment (to Environment), Blacks, *Dual Career Family, Empathy, *Family Mobility, *Occupational Mobility, *Racial Differences, *Relocation, Sex Differences, Spouses, Stress Variables, Whites

Relocation of dual career families often translates into career advancement for the spouse whose job prospects initiate the move and career disruption for the spouse who follows. To describe the relocation concerns of men and women in dual career marriages, 32 professional couples were interviewed. Half the sample were black and half were white, and childless couples as well as parents were included. Results showed that a move was initiated by a job offer for the husband for 13 of the couples, by a job offer for the wife for 4 couples, and by offers for both spouses for 2 couples. Of the 13 wives who moved in response to their husband's job offer, 6 had difficulty finding work, 3 saw the move as emotionally uprooting, and 3 had no problems. Husbands did not always acknowledge the extent of the problems experienced by their wives. No differences attributed to race were found for job moves determined by husbands or wives, or in the degree of empathy for

the dislocated spouse. The findings suggest that wives disproportionately experience disruption, and their husbands tend to lack empathy. (JAC)

ED 240 420 CG 017 249

Paskewicz, Charles W. And Others
S. EX. and the School Psychologist. School Experimentation and the School Psychologist.

West Virginia Coll. of Graduate Studies, Institute. Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. School Psychological Services.
Pub Date—83
Note—108p.

Pub Type—Guides—Non-Classroom (055)—Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Counseling Techniques, *Counselor Role, Elementary Secondary Education, Problem Solving, Research Design, *Research Opportunities, *Research Utilization, *School Psychologists
This book emphasizes the importance of research to the school psychologist. Written in a conversational style, it looks at research as a tool for problem solving and a basis for action rather than as an academic exercise. Research is described as an interaction, a point of contact to get things moving, a different way of seeing a problem. The usual parts of a research article—literature review, methodology, results and conclusions—are reviewed and some of their shortcomings are discussed. Guidelines are presented for psychologists who want to initiate the research role. Research is defined and the qualifications of the researcher are discussed. Examples of research as a problem solving intervention are discussed in three sections: program evaluation studies, N=1 projects, and descriptive and predictive projects. Each is illustrated by case examples. Although psychology is an applied profession, the place of research in school psychology is described as a way of informing and directing practice. The importance of sharing information with the public is addressed. Research as it appears in school psychology journals is reviewed, and the problem of why research is not carried out more frequently by school-based psychologists is discussed. The use of computers by school psychologists is noted briefly. (JAC)

ED 240 421 CG 017 250

Gottfredson, Gary D. And Others
The School Action Effectiveness Study: Second Interim Report, Part II. Report No. 342.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention; National Inst. of Education (ED), Washington, DC.
Pub Date—Oct 83
Grant—80-JN-AX-0005; 82-JS-AX-0037; NIE-G-80-0113

Note—435p.; Some tables are marginally legible because of small print. For the Second Interim Report, Part I, see ED 237-892; for the First Interim Report, see ED 222 835.

Pub Type—Reports—Evaluative (142)
EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Art Activities, Delinquency Prevention, Delivery Systems, Dropout Prevention, Educational Counseling, Educational Environment, Educational Improvement, Employment Counselors, *High Risk Students, Intervention, *Non-traditional Education, *Outcomes of Education, *Program Effectiveness, Program Evaluation, Program Implementation, Recreational Activities, Secondary Education, *Secondary School Students, Student Development, Youth Problems
This report, the second part of a longer study prepared by the Delinquency and School Environments Program, further describes interim results of the program's national evaluation of the Office of Juvenile Justice and Delinquency Prevention's (OJJDP's) Alternative Education Program. The report consists of evaluations of 14 specific projects: (1) Compton Action Alternative School; (2) Project STATUS; (3) Project RETAIN; (4) The Milwood Alternative Project; (5) Project PREP; (6) The Jazzmobile Alternative Arts Education Project; (7) Otro Camino; (8) Project PATHE; (9) Virgin Islands Alternative Education Project; (10) Academy for Community Education; (11) Alternative Education for Rural Indian Youth; (12) Plymouth Alternative Education Project; (13) Educational Improvement Center—South Alternative Education Project; and (14) Jewish Vocational Services Alternative Education Project. The projects provide alternative educa-

tion programs for high risk junior high and high school students and several include art, recreation, or vocational activities as well as education programs. The effectiveness of the school in promoting student development while preventing dropping out and delinquency is evaluated in these studies. (JAC)

ED 240 422 CG 017 251

Lamiell, James T.
Dialectical Reasoning and Subjective Impressions of Personality.

Pub Date—27 Aug 83
Note—31p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).
Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Patterns, *Cognitive Processes, *Evaluative Thinking, Individual Differences, Intuition, *Measurement Objectives, Models, Opinion Papers, Perception, *Personality, *Personality Theories, Psychological Studies Identifiers—*Dialectical Reasoning, *Subjective Judgment

The psychology of personality has always attempted to define the individual in relation to normative data. However, personality theory should be attempting to define individuals from an interactive measurement model, examining the individual in terms of his own subjective impressions about what he does, with a conception of what he does not do. Using a dialectical model, the reasoning process by which individuals formulate and express subjective judgments about personality can be studied. In interactive measurement the focus is on the nature of the psychological process that generates a particular response rather than on the individual's response, per se. The subjective judgment process can be formally represented by an equation (given in the text) which allows the researcher to quantify the subjective judgment into a given value on a + 1.00 range, representing the subject's covert judgment about a particular construct. In discerning the nature of the context for the judgment, dialectical reasoning comes into play. In making the subjective judgment the individual's mind defines the judgment's polar negations and warrants a judgment about them, thus defining the context for the judgment. Empirical research designed to test the interactive measurement model and dialectical reasoning found that, for the majority of subjects, the dialectical model was superior in defining the judgment process. (An exercise illustrating the model and implications for personality theory are included.) (BL)

ED 240 423 CG 017 252

Kalliohuska, Mirja
Empathy in School Students.

Pub Date—83
Note—18p.

Pub Type—Reports—Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Attitude Change, *Children, Educational Innovation, Elementary Secondary Education, *Empathy, Foreign Countries, *Humanistic Education, Identification (Psychology), Instructional Materials, Program Descriptions, Sex Differences, Social Cognition, *Student Attitudes, Student Developed Materials, Student Participation

Identifiers—*Finland (Helsinki)

Socio-emotional education has been given very little attention in Finland, either on the general level or within specific subjects. To examine the empathy level of Helsinki students and the influence of an empathy campaign on the development of empathy, 665 students, aged 11 to 18, (49 percent female, 51 percent male) were exposed to an empathy campaign. The campaign was presented according to various intensity levels from the mildest level, which consisted of a symbolic poster on the wall and a morning ceremony, to the most intensive level, which consisted of a week-long theme program planned by students and teachers. A control group consisting of 92 students received no empathy campaign. The Mehrabian-Epstein Scale on emotional empathy and teacher and peer ratings of prosocial behavior were used as pre- and post-test measures of campaign effectiveness. An analysis of the results showed that empathy can be increased through school campaigns when the campaign is intensive, and when the students take part in the planning and organizing. Overall, girls were significantly more empathetic than boys. However, the emotional re-

ceptiveness of the test group boys increased during the campaign significantly more than other boys or girls in the control group. Positive changes were greatest in the lower grade students of the test group. The most even development of empathy took place in the group which had the most intensive campaign. (BL)

ED 240 424 CG 017 253

Howard, Darlene V. Burke, Deborah M.
Aging and the Semantic Priming of Lexical Decisions.

Spons Agency—National Inst. on Aging (DHHS/NIH), Bethesda, MD.
Pub Date—Aug 83

Note—20p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, *Aging (Individuals), *Cognitive Processes, Language Patterns, *Long Term Memory, Networks, Older Adults, *Semantics, Young Adults

Identifiers—Automatic Language Processing, Effort, *Semantic Priming

Research on the cognitive processes used in semantic priming has shown that the processing of a given stimulus is speeded by prior processing of a related stimulus as the result of automatic and/or effortful priming. To investigate the effect of age on semantic priming, two independent studies were conducted at Pomona College in California and at Georgetown University in Washington, D.C. In the Pomona study, 64 adults (32 young adults, 32 older adults) decided whether or not a visually presented sequence of letters (target) was a word after being shown a prime. Semantic relatedness, participant expectations for the target, and stimulus onset asynchrony (SOA), i.e., the interval between the onset of the prime and the onset of the target, served as independent variables. An analysis of the results showed no evidence that older adults have a more limited ability to switch attention, or that they require more time than younger adults to do so. No age differences in the effortful components of semantic priming, nor in automatic priming at the 410 msec stimulus onset were found. In the Georgetown study, 108 adults made decisions on target words after being shown a prime, similar to the Pomona study. The stimulus onset was varied between subjects. An analysis of the results showed that, as in the Pomona study, no age differences in priming occurred at stimulus onsets of 450 and 1000 msec. However, at 150 msec, age differences in automatic semantic priming did occur, with younger adults showing significantly more effect. (BL)

ED 240 425 CG 017 254

Tisdale, John R.
What Makes Psychotherapy Humanistic?

Pub Date—Aug 83
Note—17p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Modification, *Counseling Objectives, Counseling Techniques, Counseling Theories, Counselor Attitudes, *Counselor Characteristics, Counselor Client Relationship, *Counselor Role, *Humanism, *Psychotherapy, Therapists

Identifiers—Psychoanalytic Theory
Based on an earlier list of characteristics, ten assertions were derived about the nature of psychotherapy upon which it was believed that humanistic therapists would agree. These assertions were then submitted to three groups of therapists (111 returns) listed in the "National Register of Health Service Providers in Psychology": behaviorists, psychoanalysts, and humanists. Each individual was asked to rate that person's agreement with each statement on a five-point scale. It was hypothesized that the humanists would show a recognizably different response pattern. Humanists did agree, differently from the others, that therapy should focus on the client's present subjective experience, new patterns of client acting and thinking are to be encouraged, and the therapist's role is essentially that of a facilitator or catalyst. They were more likely to be uncertain than the other two groups (which disagreed) about the idea that the therapeutic relationship is

qualitatively different from other relationships, and fell midway between the other two groups on disagreeing that therapy should focus on feelings instead of thoughts or beliefs. All three groups agreed on the importance of honest communication, client responsibility for client behavior, and paying attention to client bodily expressions of conflict. They also all failed to support the assertion that therapist adjustment level presents an upper limit to client adjustment level. Some reasons were suggested for the lack of differentiating patterns where they existed. (Author)

ED 240 426 CG 017 255

Mallinckrodt, Brent S. And Others
Stress Management, Support and Resource Groups for Graduate Students.

Spons Agency—Maryland Univ., College Park, Graduate School.
Pub Date—83

Note—75p.

Pub Type—Guides - Non-Classroom (55)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Behavior Modification, Cognitive Restructuring, *Coping, *Counseling Techniques, *Graduate Students, Instructional Materials, Learning Modules, Program Evaluation, Relaxation Training, Social Support Groups, Staff Development, *Stress Management, Stress Variables, Time Management

Identifiers—Life Planning

This manual on stress management is designed to help graduate students whose performance and continued progress in their academic program is impaired by various stressors. The manual contains instructions and materials for selection and training of staff, initiating an intervention, and evaluation of the program. Suggestions based on the authors' field trials are included. The manual describes a series of ten content modules, each addressing a different source of stress and/or teaching a different coping strategy. The modules can be combined into a single session workshop format or used in an ongoing program of small groups. Specific topics addressed by the modules include: self-assessment for potential stressors, relaxation training, social support building, time management, utilization of campus/community resources, cognitive behavioral approaches for coping with stress, behavioral self-management, professional development, and life planning. Each module contains instructions for presenting subject matter both didactically and experientially, together with copies of all required handouts and materials. References for further reading are included with each module. Suggestions for modifications in the program necessary for various special populations, such as international students, are also included. (Author/BL)

ED 240 427 CG 017 256

Thorsheim, Howard I. Roberts, Bruce B.
The "Flavor" of the Social Ecology Paradigm in Use: Building on Mutual Social Support in Preventing Drug Abuse.

Spons Agency—National Inst. on Drug Abuse (DHHS/PHS), Rockville, MD.
Pub Date—Aug 83
Grant—NIDA-1-R01-DA-02671

Note—20p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - General (140)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Involvement, *Drug Abuse, Evaluation Methods, Family (Sociological Unit), *Individual Power, *Interpersonal Relationship, Models, *Prevention, Psychological Needs, Resources, *Social Support Groups, Well Being

Identifiers—Paradigm, Social Ecology

The "Bottled Pain" project, a drug abuse prevention program in 24 Lutheran congregations in southern Minnesota, is based on a social ecology paradigm designed to prevent drug abuse through the development of socially supportive relationships and through using the environment as a natural strength within the community. According to the social ecology design, the individual and his/her well being are the central focus. The thrust of the program is to encourage individual empowerment through mutual social support (including spending time together, problem solving, physical aid, and emotional support) and interdependency (in behaviors, feelings, values, and resources). Empowerment

brings a feeling of surprise in that the individual is helped while helping others. Finally, empowerment renews the individual's spirit and hope through the sharing of mutual resources and settings. Though evaluation of the prevention program also focuses on outcome and impact, process evaluation is of central importance. (BL)

ED 240 428 CG 017 257

Gelles, Richard J.
Parental Child Snatching: A Preliminary Estimate of the National Incidence.

Spons Agency—Department of Justice, Washington, D.C. National Inst. of Justice.
Pub Date—Oct 83

Note—28p; Paper presented at the Annual Meeting of the National Council on Family Relations (St. Paul, MN, October 11-15, 1983).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Child Custody, *Family Problems, *Incidence, National Surveys, Sampling, Social Problems

Identifiers—*Parent Kidnapping

Although popular literature cites between 25,000 and 100,000 parental child snatchings a year, no empirical studies have been conducted to support this estimate. To determine an empirical estimate of the extent of parental child snatchings, telephone interviews were conducted by Louis Harris and Associates with a representative cross section of adults, 18 years of age and over, at 3,745 sampling points within the United States, between June and August of 1982. Respondents were read a definition of child snatching and were subsequently asked if they knew of an instance of parental child snatching in their family or in a family they personally knew. Respondents who answered "yes" were asked questions about the number of cases, the children involved, and how they knew of the incident. An analysis of the results showed that 273 respondents (7.3 percent) reported exposure to an incident of parental child snatching, with 55 respondents (1.5 percent) reporting personal involvement within the previous 12 months. Projecting this rate to 83.5 million households, assuming that at least two households are involved in each incident of child snatching, and allowing for a sample error of .39 percent, there are an estimated 459,000 to 751,000 incidents of child snatching each year. Given that more than two households could be personally involved, this estimate could be considered the highest possible projection, making the 100,000 popular estimate very low. This preliminary incidence survey is useful to those trying to establish the full extent of the issue as well as to researchers who wish to study further this hidden family problem. (Author/BL)

ED 240 429 CG 017 258

Jackson, Linda A. And Others
Another Look at Parental Antecedents of Sex Role Development.

Pub Date—Aug 83
Note—16p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Androgyny, College Students, Higher Education, *Identification (Psychology), *Modeling (Psychology), *Parent Influence, Parent Role, Perception, Personality Development, Sex Differences, *Sex Role, Socialization

Social learning theory maintains that parents influence sex development by modeling and reinforcing masculinity and femininity. To further examine the effects of parental modeling and reinforcement antecedents on sex role development, 103 college students (52 female, 51 male) who had been previously categorized as masculine, feminine, or androgynous, completed two Bem Sex Role Inventory Scales (BSRI), to assess perceptions of parents' sex roles, and the Parent Child Relations Questionnaire II, to obtain retrospective reports of parent behavior in terms of love, attention, casualness, rejection, and demand. Parents (N=82) also completed the BSRI. An analysis of the results showed that for both the parental modeling and behavior variables the social learning theory was only modestly supported for females. While androgynous females perceived mothers to be more masculine than traditional feminine females, none of the parent behavior variables differentiated among the female sex role groups.

However, parent behaviors contributed significantly to the prediction of daughters' masculinity and femininity. Masculinity in females was associated with the perception of accepting and masculine fathers, and attentive and masculine mothers. Femininity was best predicted from the perceived femininity and attentiveness of mothers and the perceived femininity and acceptance of fathers. In males, parent behavior was most influential in sex role development, particularly for sons' androgynous development. Androgynous males perceived both parents as loving and attentive and perceived a high degree of femininity in fathers. The best predictors of masculinity for males were the perception of paternal acceptance and maternal affection; femininity was best predicted from the perception of femininity in fathers and affection from mothers. (BL)

ED 240 430 CG 017 259

Finkelhor, David
What Parents Tell Their Children about Child Sexual Abuse.

New Hampshire Univ., Durham.
Spons Agency—National Inst. of Mental Health (DHHS), Rockville, Md. National Center for the Control and Prevention of Rape.

Pub Date—Aug 83
Grant—NIMH-MH-34109

Note—20p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983). Portions may be marginally legible because of broken type.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Child Abuse, Information Sources, *Instruction, Parent Child Relationship, Parent Responsibility, *Parent Role, Parents, *Prevention, Sex Education, *Sexual Abuse, Victims of Crime

Information on child sexual abuse is most meaningful and effective when given to the child from a parent. To investigate the kinds of prevention information that is exchanged in households and the obstacles to effective exchange, 521 Boston parents (187 male, 334 female), with children aged 6 to 14, were interviewed. The interview focused on knowledge of sexual abuse, instruction given to children, incidence and how it was handled, and a self-administered section on respondents' childhood sexual abuse experiences. An analysis of the results show that in spite of a surprising amount of knowledge about the problem of sexual abuse, only 29 percent of the parents had talked with their children about it. Mothers tended to discuss the subject with their children more than fathers, with the majority of parents feeling that age 9 was an appropriate age for talking about sexual abuse. Overall, parents tended to be vague in their discussions and relatively complacent, doubting that abuse would occur to their child in their neighborhood. Further reasons for avoiding talking with their children were age of child, fear of frightening the child, and overall reticence in discussing sex. The two biggest motivators for parents communicating with children about sexual abuse were hearing about abuse that happened to someone else in the neighborhood or social network, and having been victimized themselves. (BL)

ED 240 431 CG 017 260

Heppner, P. Paul Anderson, Wayne P.
The Relationship between Problem Solving Self-Appraisal and Psychological Adjustment.

Pub Date—Aug 83

Note—23p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Students, Coping, *Emotional Adjustment, Higher Education, Metacognition, *Problem Solving, *Psychological Patterns, *Student Adjustment

Despite increased interest in real life problem solving with both children and adults, the question of whether problem solving is related to psychological adjustment remains unanswered. To examine whether college students' self-appraisal of their problem solving skills is related to their psychological adjustment, 671 students took the Problem Solving Inventory during a mass testing program at the beginning of the semester. Subsequently, 80 subjects were selected for additional participation; 67 of

those subjects completed the study by responding to the Minnesota Multiphasic Personality Inventory (MMPI). The data were analyzed on a scale by scale basis, as well as through profile analyses by two psychologists skilled in the interpretation of MMPI profiles. Results revealed that self-appraised ineffective (as opposed to effective) problem solvers scored more negatively on a general index of psychological adjustment (the sum of all the clinical scales), differed on all of the hypothesized validity and clinical scales, and differed on all of the hypothesized additional scales. In addition, the profile analyses by the two psychologists suggested that the self-appraised ineffective problem solvers were less well adjusted psychologically than the self-appraised effective problem solvers, thus supporting the findings from the scale by scale analyses. The findings suggest that whereas behavioral adjustment was previously linked to the ability to cope with problematic situations, perhaps an equally important variable is the person's appraisal of his/her coping ability. (Author/JAC)

ED 240 432 CG 017 261

Corfield, V. Kilian And Others
Attitudes toward Nutrition, Locus of Control and Smoking Behavior.

Pub Date—Aug 83

Note—16p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, Attitude Change, Behavior Patterns, *College Students, Foreign Countries, Higher Education, *Locus of Control, *Nutrition, Physiology, Sex Differences, *Smoking, *Student Attitudes

Identifiers—Canada

Research has shown that many behaviors previously thought to be purely psychological in origin do, in fact, have a physiological basis. To examine the relationship of smoking behavior to locus of control, and to attitudes toward, knowledge about, and behavior with respect to nutrition, 116 Canadian undergraduate students completed the Nutrition Questionnaire (consisting of attitude, knowledge, and behavior scales, and miscellaneous questions) and Rotter's Locus of Control Scale. Contrary to expectations, heavy smokers were found to be significantly more internal than either non-smokers or light smokers. No differences between smoking behavior and nutritional knowledge were found, but females were significantly more knowledgeable about nutrition than males. Females also responded more positively to the pro-nutrition factors of the Nutrition Attitude Scale. Caffeine and alcohol consumption were positively associated with smoking behavior and age. No sex differences in caffeine and alcohol consumption emerged. The findings suggest that with age such habits acquire increasing self-acceptance. (JAC)

ED 240 433 CG 017 262

Stalling, Richard B. And Others
Overjustification and Intermittent Reinforcement.

Pub Date—Aug 83

Note—9p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attribution Theory, *Behavior Patterns, College Students, *Feedback, Higher Education, Interests, *Reinforcement, Rewards, Social Psychology

Identifiers—*Intrinsic Motivation, *Overjustification

Within the area of attribution theory, an overjustification effect is inferred if, following reward for an intrinsically interesting activity, individuals subsequently show less interest in that activity than comparable individuals who receive no reward. In an attempt to isolate the overjustification effect, 60 college students (30 male, 30 female) played 14 games of pinball with two eight-minute free periods before and after the games, in which subjects were told they could do as they wished. Subjects were assigned to one of six treatment conditions: no reward for playing pinball (intrinsic); a lump sum payment (noncontingent); feedback on a continuous or variable reinforcement schedule without payment (contingent feedback); or feedback on the same schedule with payment (contingent payment). An analysis of

the results for amount of free time spent playing revealed no overjustification effect. Subjects given continuous feedback (paid or unpaid) liked the task more. Only variable reinforcement appeared to maintain play during a "free-choice" period. (Author/BL)

ED 240 434 CG 017 263

Powers, Richard B. Boyle, William
Commons Dilemma Choices in Small vs. Large Groups.

Pub Date—Aug 83

Note—20p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Patterns, College Students, Comparative Analysis, Fines (Penalties), *Group Behavior, Higher Education, Intergroup Relations, Problem Solving, *Psychological Characteristics, Psychological Patterns, Simulation, Social Behavior, Withdrawal (Psychology)

Identifiers—*Commons Dilemma Choices, *Group Size

The purpose of the Commons Game is to teach students how social traps work; that is, that short-term individual gain tends to dominate long-term collective gain. Simulations of Commons Dilemma have grown considerably in the last decade; however, the research has used small face-to-face groups to study behavior in the Commons. To compare the choices individuals make in large, indeterminant sized groups with those made in small face-to-face groups, 105 college students initially played a 1-trial dilemma game. Subsequently, groups of seven students either played a 75-trial Commons Game or discussed their options for 10 minutes (to cooperate, to exploit, or to withdraw). Both groups then played the 1-trial game again, once in a large anonymous group and once in their small face-to-face group. Half the players in each condition could fine others for exploitation. An analysis of the results showed that players chose differently in a Commons Dilemma depending upon the size of the referent group in which the choices were made. Players chose the withdrawal option at a high level in the large group but rarely in the small group, suggesting that cooperation, greed, and the desire not to be a sucker operate in the large group, but only the first two operate in the small group. The possibility of being fined for defection did not deter exploitation nor increase cooperation prior to playing the game. After the game or small group discussion, the possibility of being fined did make a difference, suggesting that to be effective fines must be experienced or talked about with others. Finally, subjects who played the game made fewer cooperative choices and more withdrawal responses in the large referent group than those who did not play the game. (BL)

ED 240 435 CG 017 264

James, Richard And Others
The Effect of Weight Training on the Self-Concept of Male Undergraduates.

Spons Agency—Memphis State Univ., Tenn.

Pub Date—82

Grant—11-22332-0001

Note—23p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Body Image, *College Students, *Emotional Response, Exercise, Higher Education, *Males, Mental Health, Muscular Strength, Physical Education, Physical Fitness, Psychological Characteristics, *Self Concept, *Weightlifting

From ancient times, physical exercise has been linked to good mental health and positive self-concepts. To investigate the effects of weight training on self-concept, 62 college males participated in a one semester (40 hours) weight training, physical education course. Subjects were pre- and post-tested on subscales of the Tennessee Self Concept Scale (TSCS), and were asked why they chose the weight training class. A control group (N=35) of males also completed the TSCS. An analysis of the results showed that prior to weight training, experimental students exhibited significantly lower self-concept scores than did the control group. After weight training, the students showed significant positive changes in self-satisfaction, physical self and personal self. Specifically, physical self-concept, was significantly increased after weight training. Follow-up interviews did not confirm the

positive changes found on the TSCS. The findings from the study suggest that an exercise program stressing the components of muscular endurance and muscular strength increases self-concept. Finally, counselors working with students who manifest low self-concept might be aware that participation in such a physical exercise program might be a useful adjunct to talking through negative self-images. (BL)

ED 240 436 CG 017 265

Hall, Sharon M. And Others

Preventing Relapse to Cigarette Smoking by Behavioral Skill Training.

Spons Agency—National Inst. on Drug Abuse (DHHS), Rockville, Md. Div. of Resource Development.

Pub Date—Aug 83

Grant—ADAMHA-DA-00065; NIDA-DA-01696; NIDA-DA-2277; NIDA-DA-02538

Note—32p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, *Behavior Modification, Comparative Analysis, Coping, Habit Formation, Intervention, *Prevention, Psychophysiology, Relaxation Training, *Smoking

Identifiers—Relapse

Although smoking cessation techniques have been effective, few programs have long term results. To investigate the effectiveness of a tobacco dependence relapse prevention program, 123 adult smokers (51 male, 72 female) voluntarily participated in one of four small group treatment conditions (6 or 30 second aversive smoking plus skill training, or 6 or 30 second aversive smoking plus discussion control) over a 14-week period. Skill training focused on relaxation, commitment enhancement, and relapse prevention skills, while discussion control focused on group discussions of habit breaking and desire for change. Prior to treatment and at 3, 6, 26, and 52 weeks post-treatment, subjects reported the number of cigarettes smoked in the past 24 hours, provided blood and air samples, and completed an assessment battery focusing on mood, anxiety, cost/benefits, withdrawal symptoms, behavior, and expectations. An analysis of the results showed that differences in abstinence rates and in number of cigarettes smoked favored the skill training condition at 6 and 52 weeks post-treatment. Exploratory analyses indicated that at 52 weeks lighter smokers (20 cigarettes per day or fewer at pretreatment) were more likely than heavier smokers to be favorably affected by the skill training condition. Subjects assigned to the skill training condition were more likely to report use of coping skills, but did not differ from the discussion condition in perceived costs and benefits of change or of smoking, or in mood dysphoria or physical complaints. Abstinence subjects reported less mood disturbance than nonabstinent subjects at weeks 3, 6, and 26, and fewer physical complaints at week 52. (Author/BL)

ED 240 437 CG 017 266

Triandis, Harry C. Brislin, Richard W.

Cross-Cultural Psychology.

Pub Date—Aug 83

Note—45p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cross Cultural Studies, Cross Cultural Training, *Cultural Awareness, Cultural Differences, *Psychology, *Research Utilization, Social Science Research

Cross-cultural psychology refers to the collective efforts of researchers who work among people who live in different societies, with different languages and different forms of government. There are a number of benefits to the study of human behavior which can be accrued by carrying out research in various cultures, largely concerned with better theory development and better conceptualization of important variables. Some of the benefits include theory expansion, increasing the range of variables, unconfounding variables, and studying the context in which behavior occurs. Another way of looking at cross-cultural psychology is to look at its contributions to both general and applied psychology, including cultural influences on perception, cognition, motivation, interpersonal attraction, and group dy-

namics. Applications of cross-cultural psychology include validation of employee selection and appraisal procedures in each of the cultures in which they are to be used. To reduce the negative effects of cultural differences, six kinds of cultural training have been identified: (1) information or fact-oriented training; (2) attribution training; (3) cultural awareness; (4) cognitive-behavior modification; (5) experiential learning; and (6) the interaction approach. Cross-cultural psychology can contribute to a more internationally-oriented education for college students. (JAC)

ED 240 438 CG 017 267

Moreland, John R.

Nuclear Family Break-Up as an Impetus for Male Change.

Pub Date—Aug 83

Note—13p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Development, Affective Behavior, Attitude Change, *Divorce, Emotional Adjustment, *Father Attitudes, *Fathers, *Parent Child Relationship, Parent Role, Psychological Patterns, *Sex Role, Stress Variables, *Widowed Stereotypically masculine men tend to adopt family roles in which they are more important symbolically, as models for power and authority, than realistically, as teachers, care takers and nurturers. For these men, nurturant-expressive involvement with their children is still the exclusive domain of women. Men who have integrated affective behavior, interdependence, and spontaneity into their personal lives are usually older than the adolescent and college age students who are frequent subjects of studies on the male sex role. The sex role standards with which many men evaluate their own behavior undergo a number of changes throughout the adult life span, occurring in response to increasingly significant discrepancies between the behaviors required by their concept of masculinity and the age norms held by others in the culture. These men can resolve this conflict either by continuing to act in accordance with their earlier male standards, or by modifying their conception of male sex role standards and adopting a fathering role within the family. Non-normative events, such as divorce or the death of a spouse, can also lead to an expansion of men's concept of masculinity and an expansion of their involvement with children. It is important for children, as well as men, that fathers not respond to the stress of divorce or the loss of the mother by adopting a more rigid adherence to traditional male sex role standards, but learn to implement a more emergent model. Men will only be able to relate to their children in an emotionally expressive, sensitive and spontaneous manner if they are able to view these behaviors as consistent with their conception of male sex role standards. (JAC)

ED 240 439 CG 017 268

Bastien, Samuel A., IV Kessler, Marc

Hypnotic Treatment of Smoking.

Pub Date—Aug 83

Note—22p; Summary of research presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983). Best copy available.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Change, *Hypnosis, Predictor Variables, *Smoking

Identifiers—Self Efficacy, *Treatment Outcomes

Prior studies of hypnotic treatment of smoking have reported abstinence rates of between 17 and 88 percent at six months, but few have investigated procedures or forms of suggestions. To compare the effectiveness of positive and negative hypnotic suggestions and self-hypnosis for cessation of smoking, 32 subjects were assigned to one of four treatment groups: (1) negative suggestions alone; (2) negative suggestions plus self-hypnosis; (3) positive suggestions alone; and (4) positive suggestions plus self-hypnosis. Subjects also completed a series of smoking history questionnaires, the Self-Efficacy for Smoking Avoidance Questionnaire, to assess expectations for smoking cessation; and the Horn-Waingrow Scale, used to delineate types of smokers. Treatment involved three 1-hour sessions, with those not abstinent at post-treatment or follow-up receiving three additional sessions. Outcome was

assessed at post-treatment and 1, 2, 3, and 6 months following the final treatment session. Results indicated that positive suggestions were more efficacious than negative. Treatment was most successful for subjects who did not see themselves as habitual smokers. While ratings of self-efficacy at pre-test and following treatment were not predictive of later self-efficacy, subjects' ratings at 1 month post-treatment were predictive of later self-efficacy ratings. (JAC)

ED 240 440 CG 017 269

Aronson, Barbara

Are the Needs of the Educated Retiree Being Met? Research Brief.

Pub Date—Apr 83

Note—28p; Paper presented at the Annual Meeting of the Western Gerontological Society (29th, Albuquerque, NM, April 16-20, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adjustment (to Environment), Continuing Education, *Counseling Services, Educational Background, *Expectation, Gerontology, *Older Adults, *Professional Personnel, *Retirement

Identifiers—Institute for Retired Professionals NY

Gerontologists and others working with the elderly have tended to treat them according to their chronological age. In order to compare retired professionals' perceived expectations of retirement with their subsequent realization, to discover possible discrepancies, and to examine the adequacy of current pre- and post-treatment counseling programs available for this population, 147 members of the Institute for Retired Professionals in New York City completed a questionnaire on retirement life. Analyses of results showed a high attainment of retirement expectations. However, few pre- or post-retirement counseling services were available for this professional group. The eight recommendations for action based on the findings include the establishment of peer counseling programs, health information services, seminars and course work for intellectual stimulation, and involving the retired professional in program development. (The nine page questionnaire is appended.) (MCF)

ED 240 441 CG 017 270

Koocher, Gerald P.

Competence in Serving Children: Credentials Professionalism and Public Policy.

Pub Date—28 Aug 83

Note—23p; An earlier version of this paper was presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Psychology, Clinical Psychology, *Competence, *Counselor Qualifications, *Credentials, Developmental Psychology, Family Counseling, Mental Health, Position Papers, *Professional Education, *Psychologists, Public Policy, *Retraining, Standards

Professional competency in psychologists wishing to treat children and families is an area of considerable concern and disagreement. Three types of practitioners comprise the bulk of the problem: clinical psychologists, who lack specific child-oriented training; developmental psychologists, who wish to serve children but lack traditional clinical training; and developmental psychologists, who lack clinical training but are currently serving children. The American Psychological Association's (APA) Standards for Providers of Psychological Services recognizes the single route theory to competency, which maintains that retraining in a formal program integrating formal classroom and experiential preparation, is the only true road. Recently, however, representatives of APA and its divisions have recognized that psychologists may become health care providers by a variety of routes, adopting a broader, three-component definition of clinical psychologist which includes state licensure, doctoral degree in psychology from a regionally accredited institution of higher learning, and a 2-year internship in a health service setting. Training deficits or competence gaps currently exist either in classroom or experiential preparation; single route theorists believe that these must be acquired simultaneously in an integrated fashion. However, many graduates of APA approved programs lack either theoretical or clinical training in developmental psychology. To

ameliorate the competence gap, the credentials and competencies of individual psychologists should be reviewed and specific goal-oriented remedial work should be undertaken. To assist in this endeavor a new organizational division within APA is recommended: the Bureau of Academic Retraining Facilities. APA-approved internship sites are also recommended, designated as Technical Uniform Retraining Facilities. (BL)

ED 240 442 CG 017 272

Gaesser, David L. Whitbourne, Susan Krauss
Work Identity and Marital Adjustment in
Blue-Collar Men.

Pub Date—Aug 83

Note—20p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Age Differences, *Blue Collar Occupations, *Difficulty Level, Emotional Response, Family Involvement, Job Skills, *Males, *Marital Satisfaction, Predictor Variables, Work Environment

Identifiers—*Extrinsic Motivation

The expansion theory, which maintains that an individual has unlimited energy to expend in work or marital involvement, and the drain theory, which maintains that an individual's energy for work can be depleted by overcommitment to family, compete with each other in explaining the effect of worklife on the adult male's family relationships. To investigate the influence of work factors upon marital adjustment in blue collar males, 40 husbands from traditional families, with a mean age of 33 and a mean marital status of 10 years, participated in the Adult Identity Interview and completed the Marital Adjustment Test. The Dictionary of Occupational Titles was used to make quantitative complexity rankings of their jobs. An analysis of the results showed that, in support of the expansion theory, work complexity, intrinsic work strength, and income were relatively unimportant as independent variables compared to extrinsic work strength and age. Workers who reported extrinsic factors to be important in their work, such as high pay, job security, and pleasant working environment, also reported high marital adjustment. For those who perceived their work to be important for extrinsic reasons, the majority had favorable perceptions. However, the effect of extrinsic work commitment was mediated by age, which also was a positive predictor of marital adjustment. Younger workers were more committed to their work for extrinsic reasons than were older workers. (BL)

ED 240 443 CG 017 273

Shuman, Susan Johnson, Michael
Understanding Parent-Child Relations in Later Life: An Application of Kelley's Personal Relationship Framework.

Pennsylvania State Univ., University Park.

Spons Agency—National Inst. on Aging (DHHS/NIH), Bethesda, MD.

Pub Date—Oct 83

Grant—T32-AG00048

Note—20p.; Paper presented at the National Council on Family Relations Pre-Conference Workshop on Theory and Methods (St. Paul, Minnesota, October 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attribution Theory, Gerontology, *Interpersonal Relationship, *Models, Older Adults, *Parent Child Relationship

Identifiers—*Adult Children, *Caregivers

Parents and children are faced with a variety of challenges over the course of their lives together, yet most research centers only on the early stages of the family life cycle. One major change occurs as parents grow older and need increasing amounts of help from their children. Kelley has developed a general theory of personal relationships which may increase understanding of parent-child interactions when children provide care for parents in later life. Kelley's model centers around three basic ideas: (1) the essence of any relationship is interdependence; (2) in personal relationships people take into account the effects of their behavior on their partner and sometimes behave in ways not in their own best interest; and (3) these transformations of behavior provide information which the participants use to form impressions of each other and to make judge-

ments about their partner's attitudes toward them as individuals. When one member of a relationship begins to care for the other, changes or transformations occur. Possible reasons why children help their parents fall into two categories: responsibility (especially when no alternative sources of help are available); or affection. Kelley's model is based on the assumption that the way a partner responds to the control he/she has over the other's outcomes provides evidence about interpersonal attitudes. In the case of the child who cares for a parent, a transformation is clearly involved, with rewards and costs different from those available previously. Although recent studies have emphasized the negative consequences of caregiving, both parent and caregiver can be better understood through application of Kelley's model. (JAC)

ED 240 444 CG 017 274

Schilmoeller, Gary L. And Others
Using a Professional Conference Model to Teach Adolescents about School-Age Parenthood.

Pub Date—Oct 83

Note—13p.; Paper presented at the Annual Meeting of the National Council on Family Relations (St. Paul, MN, October 11-15, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescent Development, *Adolescents, *Community Education, *Conferences, *Early Parenthood, Group Discussion, Models, Parenthood Education, Peer Groups, Peer Teaching, Program Descriptions, Secondary Education, *Sex Education, Sexuality

Identifiers—Maine (Bangor)

Although information regarding the consequences of adolescent pregnancy and childbirth is disseminated, the recipients of that information are most often adults. To present this information directly to never-pregnant adolescents, an annual conference, outside of the authority structure of the school was developed in Bangor, Maine. The three primary outcome goals of the conference are to identify community resources, identify resources for school-based follow-up programs, and to encourage teens to serve as resources to their peers. The conference is coordinated by four volunteer professionals, with an advisory panel of teens and adults assisting in planning the agenda and in identifying topics, facilitators, teen parents, and community professionals for panel discussions and film presentations. Community agencies and parents are solicited to underwrite costs. A small registration fee helps offset costs without prohibiting attendance. The organizers handle hall rental and advertising. The conference is held during school hours to maximize attendance. Evaluations of the conferences have shown that attendance increased from 180 the first year to 600 in subsequent years. Information about contraception, learning to say "no" to sexual involvement, and communicating with parents is consistently cited as most useful. Both films and teen panel discussions are rated highly. The focus of the conference has expanded from teenage pregnancy and sexuality to general adolescent development. (BL)

ED 240 445 CG 017 275

Amabile, Teresa M.
Motivation and Creativity: Effects of Motivational Orientation on Creative Writers.

Pub Date—Aug 83

Note—23p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Creative Writing, Creativity, Higher Education, *Individual Characteristics, Individual Needs, Motivation, Perception, *Performance Factors, Predictor Variables, Psychological Characteristics

Identifiers—*Intrinsic Motivation

This study directly tested the hypothesis that intrinsic motivation is conducive to creativity and extrinsic motivation is detrimental. Chosen because they identified themselves as actively involved in creative writing, 72 young adults participated in individual laboratory sessions where they were asked to write two brief poems. Before writing the second poem, subjects in an intrinsic orientation condition completed a questionnaire that focused on intrinsic reasons for being involved in writing. Subjects in an extrinsic orientation condition completed a ques-

tionnaire that focused on extrinsic reasons. Those in a control condition were not given a questionnaire on reasons for writing. Although there were no initial differences in the first poems written, there were significant differences in the creativity of the poems written after the experimental manipulations. Poems written under an extrinsic orientation were significantly less creative than those written in the other two conditions. Implications for social-psychological and individual-difference conceptions of creativity are discussed. (Author)

ED 240 446 CG 017 276

Cunningham, Joseph G.
Nonverbal Affective Communication in Children: Theoretical and Clinical Relevance.

Pub Date—Aug 83

Note—19p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, Age Differences, *Children, Cognitive Development, Developmental Psychology, Developmental Stages, Elementary Education, *Emotional Response, Music, *Nonverbal Communication, Perception, Preschool Education, Socioeconomic Status, *Young Children

Identifiers—Facial Expressions

Young children's nonverbal affective expression and communication reveals an emotional complexity and sensitivity which exceeds their verbal abilities. To investigate the development of nonverbal emotional communication in young children, two studies were undertaken. In the first study, equal numbers of 5- and 11-year-old children from two schools were videotaped using facial expressions to show affective states (happy, sad, angry). The children subsequently interpreted the expressions of unfamiliar children from the other school. An analysis of the results showed that young children were able to communicate affect through facial expressions and that the interpretative ability of 5-year-old children was on a par with 11-year-old children for the happy and angry expressions of peers. In the second study, 112 children, equally divided among 4-, 5-, 6-, and 19-year-olds, interpreted verbal/vocal and musical representations of affect (happy, sad, angry, afraid). An analysis of the results showed considerable consistency in the understanding of affective meaning in music for 4- to 6-year-old children and adults. Performance with sad and angry pieces improved from 4 to 5 years, declined between 5 and 6 years, then increased significantly between the 6 year and adult levels. The 4-year-old children were able to identify the fearful selections better than the 5- and 6-year-old children. The results of these studies led to the examination of multidimensional aspects of nonverbal affective communication between parents and children in a naturalistic setting, through the analysis of videotaped morning goodbyes of parent-child dyads at a daycare center. Preliminary results showed that, contrary to reported differences in verbal parent-child interactions by socioeconomic status, no such differences have been found in nonverbal affective exchanges. (Implications for cognitive-developmental models and clinical research and practice are discussed.) (BL)

ED 240 447 CG 017 277

Field, Dorothy Weishaus, Sylvia
Consistency of Personal and Intellectual Characteristics over Half a Century.

Pub Date—Aug 83

Note—34p.; Paper presented at the Annual Meeting of the International Society for the Study of Behavioral Development (Munich, West Germany, July 31-August 4, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Processes, Intelligence, Life Satisfaction, *Longitudinal Studies, *Older Adults, Personality Studies, *Personality Traits, Psychological Characteristics, *Reliability, Self Esteem, Sex Differences, Social Characteristics

Identifiers—Berkeley Growth Study, *Stability (Personal)

Although the consistency of personality characteristics has been identified in groups of persons studied from infancy into young adulthood, few such studies have been able to include older adults. To investigate the stability of personality and social

characteristics among young-old and old-old adults, 72 adults (51 female, 21 male) from the Berkeley Growth Study group were rated on 21 personal-social characteristics through intensive interviews. The subjects were initially interviewed using these characteristics in 1928 (young adults), and again in 1968 (young-old adults) and in 1982 (old-old adults, with an age range of 73 to 93 years). In 1982, the mean Wechsler Adult Intelligence Scale IQ for the group was 119. An analysis of the results showed a considerable amount of stability across the 50-year time span, particularly for cognitive characteristics. Intelligence, accuracy of thinking, poise, and talkativeness maintained strong and significant correlations for both men and women across time. In addition, both men and women became less restless, less critical, less worrisome, less excitable, more interested in their children, and had an increased sense of self-esteem in the transition from young-old to old-old age. In cognitive variables and life satisfaction, men tended to score higher than women, while women tended to score higher than men in personal-social characteristics. (BL)

ED 240 448

CG 017 278

Bell, T. H.

Speech by T. H. Bell, Secretary of Education, Prepared for the Conference for Youth on Teenage Drinking and Driving (Chevy Chase, MD, March 26, 1983).

Department of Education, Washington, DC.

Pub Date—26 Mar 83

Note—11p.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alcoholic Beverages, Alcoholism, Community Programs, *Drinking, Drug Abuse, *Drug Education, *Educational Environment, Parent Participation, *Youth Problems

It has been argued that alcoholism is the single worst social affliction in the world. In addition to the dangers of drinking and driving, alcohol and other drugs also have a detrimental and disruptive impact on education. Harassed principals and teachers are distracted from the main mission of education by violence and other anti-social behavior brought about in part by the direct or indirect use of drugs. Alcohol abuse lowers performance and grades, creates disruptive classroom behavior, increases school vandalism, and impedes the learning process for non-drinking students. For these reasons the President has made the prevention of alcohol and drug abuse a high priority. And the key to prevention is education concerning the truth about alcohol. For 10 years the Department of Education has been developing school-based alcohol and drug abuse education programs. The Department's primary goal is to provide leadership, training and technical assistance to school systems to use local resources to deal with local problems. The program has established teams of school and community personnel, supported by training and follow-up assistance, in every state and territory. A growing number of parent groups is springing up all over the country as well. Those interested in acting for change can make a difference that may literally change the world. (JAC)

ED 240 449

CG 017 279

Kosak, Karen

Real vs. Ideal Self Discrepancy in Bulimics.

Pub Date—Apr 83

Note—13p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Snowbird, UT, April 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Body Image, Eating Habits, *Emotional Disturbances, Females, Models, Psychological Patterns, Q Methodology, Self Concept, *Self Congruence, Self Control, *Self Esteem

Identifiers—*Bulimia

Bulimia is an eating disorder prevalent among young women, characterized by binge eating episodes followed by purging with subsequent depressive moods and self-deprecating thoughts. To determine whether bulimic women exhibit a greater discrepancy between their perceived and ideal selves than do nonbulimics, three samples of women were assessed. The nonbulimic group of 53 women included 18 who reported occasional compulsive overeating but no purging. The third group consisted of 11 bulimics enmeshed in a pattern of disturbed eating behavior. An Eating Problems Questionnaire was administered to all participants,

and a personality test using a Q-sort methodology was administered to measure real-ideal self-discrepancy. Analyses of results showed the mean discrepancy score for nonbulimic women was 49.9. For those who claimed some compulsive eating behavior the mean was 61. For the bulimic group the mean was 106. The findings demonstrated an extraordinary discrepancy between how the bulimics sees herself and how she would like to be. Bulimics might be helped by being encouraged to develop less perfectionist conceptions of their ideal self. The resulting increase in their self-congruence might reduce their need to engage in a self-destructive binge/purge cycle. (JAC)

ED 240 450

CG 017 280

Girdner, Linda K.

Custody Litigation: Interpreting Ideological Dis-

course.

Spons Agency—American Univ., Washington, D.C.

Pub Date—12 Oct 83

Note—38p.; Paper presented at the Annual Meeting of the National Council on Family Relations (St. Paul, MN, October 11-15, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Child Custody, *Court Litigation, *Divorce, Family Relationship, Parent Role, *Research Methodology, Social Science Research, *Sociocultural Patterns

Identifiers—*Ideology

Contested child custody cases between divorcing parents provide a context in which particular ideologies of the family are articulated, reproduced, and legitimized in legal practices. The relationship between legal and extralegal categories was examined in a review of 32 divorce cases, 13 from family court and 19 from circuit court. Data came from court records, and direct observation and interviews with participants. Analyses involved identifying categories and properties, and comparing them to develop an understanding of their interconnections. The interrelationship between legal categories and the norms and symbols about the family expressed in these cases revealed a code for conduct on the normative level and two competing ideologies of the family on the symbolic level. Derived from substantive and procedural law, the legal categories serve to structure and limit the discourse. The extra legal categories are the norms and symbols reflected in the discourse. The code for conduct consists of two sets of interconnecting norms, which identify how to be a fit parent and how to raise children. The symbolic dimension of the code was abstracted and two ideologies of the family emerged. The gender-based ideology reflects the natural order, gives primacy to love and its expression through specific acts, and identifies an ideal representation of the mother role as the primary one. The class-based ideology reflects the rational order and emphasizes parenthood as an instrumental role to be carried out with rationality and competence. The two overlapping ideologies presently co-exist, but class-based ideology appears to be moving to a more dominant position. (JAC)

ED 240 451

CG 017 281

Midlarsky, Elizabeth Kahana, Eva

Some Determinants and Consequences of Helping

by the Elderly.

Pub Date—Aug 83

Note—16p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983). Best copy available.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Altruism, *Coping, Helping Relationship, Interpersonal Relationship, Life Satisfaction, Middle Aged Adults, Models, *Need Gratification, *Older Adults, Predictor Variables, Prosocial Behavior, Self Esteem, Social Behavior, *Social Integration, *Well Being

Identifiers—*Helping Behavior

Research on helping behavior has focused on help to elderly individuals rather than help by elderly individuals. To investigate the determinants and consequences of helping by older adults, 117 adults, from five Detroit senior citizen residences, with a mean age of 75.6 (67 percent female) completed a personal/demographic questionnaire, including such items as health, finances, and environmental information; the Modified Self-Report Altruism Scale; the Coopersmith Self-Esteem Inventory; and

the Philadelphia Geriatric Morale Scale. An analysis of the results showed that older adults do engage in helping behavior and that providing help to others is often the source of considerable satisfaction. Antecedents of helping behavior were health, finances, age, education, occupation, and race, with blacks reporting more helpfulness than whites. Facets of the residential context related to helping were availability of opportunity to provide volunteer service, convenience, owning a car, similarity in ethnic backgrounds, and sense of safety and security. Helping behavior was significantly related to self-esteem and social integration. (Several figures depict the conceptual model of helping by the elderly upon which the study predictions were based.) (BL)

ED 240 452

CG 017 282

Ball, Richard E. Robbins, Lynn

Marital Status and Life Satisfaction of Black Men.

Spons Agency—Ferris State Coll., Big Rapids,

Mich.; National Inst. of Mental Health (DHEW),

Rockville, Md.

Pub Date—Oct 83

Grant—NIMH-R0124740

Note—20p.; Paper presented at the Annual Meeting of the National Council on Family Relations (St. Paul, MN, October 11-15, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Black Community, Black Family, *Blacks, Family Structure, Interpersonal Relationship, *Life Satisfaction, *Males, *Marital Status, *Socioeconomic Influences, Well Being

Research on black families in the United States consistently has neglected the black man. To investigate the relationship between marital status and life satisfaction among black men, 253 black adult men from a sociodemographically representative sample of central Florida were interviewed using the Cantril Self-Anchoring Striving Scale. Information on health, socioeconomic status (SES), age, and social participation was also gathered. An analysis of the results showed that married black men were significantly less satisfied than unmarried men, including separated ones. Men with higher SES and those who felt they were in better health were more satisfied than their lower SES and less healthy counterparts, but overall dissatisfaction remained present. When controlling the other variables, age was significantly and positively related to satisfaction, with younger adults being least satisfied. It may be that the problems resulting from discrimination have led black men to have low expectations for marriage; this, and other factors such as the educational and sex-ratio disparities between black men and women, may have long-lasting impact on the black family. (BL)

ED 240 453

CG 017 283

Oddo, Gary Clavijo Fabio

Teaching Culture: The Effects on Attitude Change and Perceived Similarity.

Pub Date—Aug 83

Note—14p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, College Students, *Cultural Education, Higher Education, Latin American Culture, Second Language Instruction,

*Sex Differences, Spanish, *Teaching Methods

Few studies on teaching culture have empirically investigated the significance between the teaching methodology and the results. To investigate the influence of specificity of cultural information and mode of presentation on attitudes toward South Americans, 113 college students in introductory Spanish classes (21 male, 92 female) participated in two treatment conditions (cultural instruction/no cultural instruction) over a 6-week period. Under the treatment condition the last 10 minutes of each 50 minute class were devoted to cultural instruction presented through discussions. To assess attitude changes the subjects completed the Revised Bogardus Social Distance Scale (RBSDS) and the How North Americans Perceive South Americans questionnaire (HNAPSA). An analysis of the results showed that the teaching of cultural information about South Americans through discussions significantly increased the students' acceptance of closer social ties with people from South America. Females were more willing to accept a closer social relationship to South Americans than were males.

Subjects in the treatment condition also perceived more similarities between the cultures than those in the control group. Again, females were more affected by cultural information, with females in the treatment group perceiving more similarities than males. Females in the control group also perceived more differences between the cultures than control group males, which suggests that more research is needed on gender-related responses to cultural information. (BL)

ED 240 454

CG 017 284

Ayim, Maryann
Our Perception of Woman as Determined by Language.

Pub Date—28 Oct 83

Note—19p.; Paper presented at the annual Woman Researcher conference (Kalamazoo, MI, October, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Females, Feminism, *Language Attitudes, *Language Usage, Opinion Papers, Perception, Political Attitudes, *Sex Bias, Sex Discrimination, Sex Role, Social Attitudes

Identifiers—*Peirce (Charles S)

Recognition of gender as a significant factor in the social parameters of language is a very recent phenomenon. The external aspects of language as they relate to sexism have social and political ramifications. Using Peirce's definition of sign, which encompasses the representation, the object, and its interpretation, sexually stereotypical language can be assessed. On the first iconic/metaphorical level, substituting "woman" (object) with various other terms, e.g., chick, girl, doll, fox (representation), characterizes woman as irresponsible, childish, small, useless, and deceitful. On the second level of indexical sign, the language patterns of females, which tend to avoid swearing and rough language, have also helped to foster women's societal position as secondary to men. Legislation in this area, which makes it a criminal offense to talk in a vulgar or obscene manner in the presence of women, actually furthers subjugation by equating women with children. Differences in male and female adjective selection, females' use of a question intonation in assertive utterances, modal constructions signaling doubtfulness or uncertainty are all examples of sex-related language patterns. Peirce's model allows us to be aware of relationships and underlying themes within such speech habits which, thus, cannot be easily dismissed as trivial. That "man" and "he" as symbolic signs fail to represent males and females equally, has been documented in several empirical studies. The prolific use of "man" in the generic sense has served to exclude women from professions, education, and government. If Peirce is right, the outcome of the feminist struggle to bring about language changes may determine their success in instituting changes in all areas. (BL)

ED 240 455

CG 017 285

Rubin, Simon Shimshon
Cheating, Ethics and the Student of Professional Psychology: A Case Study.

Pub Date—Aug 83

Note—15p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *Cheating, *Counselor Training, Discipline, *Ethics, Graduate Students, Higher Education, *Moral Issues, Opinion Papers, Plagiarism, Professional Education, Psychology, *Student Teacher Relationship

Although cheating is reportedly endemic in colleges, the honor system is believed to have reduced its incidence. Cheating in a graduate, clinical psychology training program touches serious fundamental issues with academic, ethical, intrapersonal, interpersonal, and professional implications. The responsibility of the teacher is to respond reasonably and effectively to serve the students, the university community, and the public. A humanistic and responsible approach provides an atmosphere in which the students can make amends while learning about the therapeutic role and environment through their experience. In order to illustrate a psychotherapeutic approach to such a breach of ethics, this paper presents a case study in which two women graduate students were involved in cheating on a take home final examination in clinical psychology.

After two meetings with the professor, the woman who allowed her examination to be copied wrote a paper on professional ethics as her requirement for closing the breach. The woman who copied the examination studied limit setting as it applied to herself. Both women found the experience beneficial to their moral and professional development and may have gained something from their own experience toward understanding what psychotherapeutic acceptance is about. (BL)

ED 240 456

CG 017 286

Ryant, Carl
Academic Oral History: Life Review in Spite of Itself.

Pub Date—19 Nov 83

Note—12p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biographies, Employees, Gerontology, Interaction, Opinion Papers, *Oral History, Work Experience

Identifiers—*Life Review

The process and content of the life review should not be separated from the creation of an oral history. Several projects, undertaken at the University of Louisville Oral History Center, support the therapeutic aspects of reminiscence. The dichotomy between oral history, as an historical database, and life review, as a therapeutic exercise, breaks down in actual practice. Each exercise contributes to the others' function. In the 31 oral histories taken at the Louisville Courier Journal and the 44 oral histories taken at the Louisville and Nashville Railroad, both individual and group life reviews were at work. The participants reviewed their own life cycles and the life cycle of their employing companies. In both oral history and life review, the process and product can be useful to historians and gerontologists. (BL)

ED 240 457

CG 017 287

Bernhardt, Gregory R. Praeger, Susan G.
After Suicide: Meeting the Needs of the Survivors.

Pub Date—Mar 83

Note—12p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Washington, DC, March 20-23, 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Coping, *Counseling Techniques, Counselor Role, *Emotional Response, Family (Sociological Unit), Family Life, Health, Individual Needs, Significant Others, *Suicide, Widowed

Suicide is the tenth leading cause of death in the United States, with 30,000 documented cases per year. It is the eighth leading cause of death in children and the third leading cause of death in adolescents. For every suicide a minimum of five family members or significant others are affected. These survivors go through a difficult period of postvention, when they work toward emotional and psychological recovery and readjustment. Suicide, with its taboo and stigma, often cuts off normal avenues of grief support. All survivors, from immediate family members to friends to professional associates, feel responsible for the loss. The death is particularly traumatic because there is no warning, no ability to plan, and little support from others who are themselves uncomfortable with the suicide. Guilt, hostility, rage, anger, social stigma, loss, emptiness, and a prolonged period of self-questioning must all be dealt with. Professionals can provide assistance in meeting survivors' needs through recognizing the need for services, becoming aware of the dimensions of the problem, becoming knowledgeable in suicidology and bereavement, becoming skilled in techniques of self-help and support groups, and by working in an interdisciplinary manner. (BL)

ED 240 458

CG 017 288

Margolies, Robert And Others
Medical Student Attitudes: The Development of Concepts of Professional Distance.

Pub Date—[Aug 83]

Note—6p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, *Affective Objec-

tives, Behavior Standards, Diseases, Higher Education, *Humanistic Education, *Medical Education, *Medical Students, *Physician Patient Relationship, Stereotypes, *Student Attitudes

Medical school curricula are attempting to enhance positive attitudes toward a biopsychosocial model of illness and to correct prejudicial stereotypes toward various patient groups through affective education. To explore the evaluative attitudes of first and second year medical students in the areas of trends in predispositions toward different disease populations and patient characteristics, attitude change in the first year of medical school, and experience with certain disease categories, 323 New York University Medical School students provided demographic information, completed a Likert-type attitudinal scale measuring professional distance, and responded to a patient case description which was manipulated according to four variable: sex, age, prognosis, and diagnosis (cancer, heart disease, psychiatric disorder). An analysis of the results showed that students opted to maintain greater professional distance from males compared to females, poor prognosis compared to good prognosis patients, psychiatric patients compared to cancer patients, and cancer patients compared to heart disease patients. Student class year and previous experience with the disease significantly affected attitudes, with more experienced students showing more comfort and willingness to work with certain patients, particularly cancer patients. Since differential patient preferences were observed at the onset of medical school, early educational interventions may be needed to address the potential for negative attitudes. (BL)

ED 240 459

CG 017 289

Kushner, Richard I. Hartigan, Phyllis
An Evaluation of the Impact of a Wellness Course in the Undergraduate Psychology Curriculum.

Pub Date—Apr 83

Note—26p.; Paper presented at the Annual Meeting of the Western Psychological Association (63rd, San Francisco, CA, April 6-10, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Anxiety, College Freshmen, Course Evaluation, Course Objectives, *Health Education, Higher Education, *Life Style, *Prevention, Program Effectiveness, Psychology, Self Concept, Stress Management

Identifiers—*Wellness

Wellness and holistic health models, which focus on life style as a major component of long term health, are thriving throughout the United States. To evaluate the impact of an undergraduate psychology course dealing with health enhancement, wellness, and prevention issues, 24 college freshmen enrolled in one of two courses for a 10-week period: a psychology class focusing on wellness, stress awareness and management; and a philosophy class focusing on the self. Pre- and post-tests were administered to assess life style habits (Lifestyle Assessment Questionnaire), self-concept (Tennessee Self Concept Scale), and anxiety/stress (State-Trait Anxiety Inventory, Mood Adjective Checklist, and Somatic Complaint Checklist). The control subjects also completed the Relaxation Rating Scale Survey evaluating the stress awareness and management components of the course. An analysis of the results showed that little change occurred for either the treatment or control groups from pre- to post-testing. Factors which may account for the lack of gains were the short intervention period, the measures used, constraints on students' ability to change life style behavior given the university setting, and the nature of the undergraduate program. Data collected on the Relaxation Rating Scale Survey suggest the value of stress management training and the need to further explore and evaluate the impact of health promotion programs for students. (The Relaxation Rating Scale Survey is appended.) (BL)

ED 240 460

CG 017 290

Petersen, Anne C.
The Development of Sex-Related Differences in Achievement.

Pub Date—29 Aug 83

Note—25p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Biology, Cognitive Processes, Mathematics Achievement, *Research Methodology, *Research Problems, *Sex Differences, Socialization, Spatial Ability, State of the Art Reviews, Verbal Ability

Although sex differences in research have received considerable attention, few researchers have examined the bias, social context, and process of that research. In analyzing sex differences in academic achievement over the past 10 years, three areas (mathematics, spatial ability, and verbal ability) would appear to establish consistent sex differences. However, upon closer examination of spatial ability research, only one distinct area within the construct, mental rotations, shows sex difference. Other areas, such as horizontality/verticality, do not truly measure spatial ability and therefore should not confound the research and results. The hypotheses for sex differences stem from the nature/nurture or biological versus sociocultural explanations. Biological premises, specifically genes, hormones, brain structure and function, and timing of pubertal changes, have been used to support sex differences in spatial ability and mathematics. However, under closer scrutiny only hormones, and then only as they relate to the levels present in the body, have been correlated with sex differences in cognitive performance. Research on socialization suggests that parental expectations, school structure arrangements, and sex role socialization affect academic achievement. Most research on spatial ability suffers from the chicken and egg dilemma, since it cannot be determined which comes first: spatial skill or interest in spatial activities. Until more scientific rigor is required in studies of sex differences, the research being done will only reinforce stereotypic beliefs. (BL)

ED 240 461

CG 017 291

Bredenhof, David J.

Self-Esteem: A Family Affair. An Evaluation Study.

Pub Date—Oct 83

Note—14p.; Paper presented at the Annual Meeting of the National Council on Family Relations (St. Paul, MN, October 11-15, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Conflict Resolution, Empathy, Family (Sociological Unit), *Family Attitudes, Family Involvement, *Family Relationship, Group Unity, Marital Satisfaction, *Parent Education, *Program Effectiveness, Secondary Education, Self Esteem

Identifiers—Self Esteem A Family Affair (Program)

Over the past decade parent education programs, following either a democratic or behavior modification model, have gained in recognition and support. To investigate the effectiveness of Jean Illsley Clarke's parent education program, Self Esteem: A Family Affair, on self-esteem, conflict resolution, and family togetherness and flexibility, 27 intact families with a minimum of one adolescent child were assigned to either a control or treatment condition. In the treatment condition, the families attended eight, 2-hour class sessions in which Clarke's education program was implemented. The Family Adaptability and Cohesion Evaluation Scales (FACES II), the Inventory of Parent Adolescent Conflict, and the Tennessee Self Concept Scale were administered to all families as pre- and post-tests. An analysis of the results showed that the course was effective in producing significant changes in family members' perceptions. Fathers perceived the family system as more adaptable and were more satisfied with family cohesion. Average family empathy was increased, and mothers perceived less dissonance with fathers, increased empathy with fathers, and less total dissonance. Adolescents in the experimental group compared to those in the control group perceived less dissonance with their fathers. (BL)

ED 240 462

CG 017 294

Brandt, David Silverman, Helen

The Impact of Maternal Personality on Individuality during Adolescence.

Pub Date—Aug 83

Note—14p.; Based on a paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescent Development, Adolescents, Case Studies, *Developmental Tasks, Emotional Problems, *Mother Attitudes, *Parent Child Relationship, *Parent Influence, *Parent Role, Personality, Secondary Education

Identifiers—*Individuation

The task of dissolving infantile dependency ties to the mother and family during adolescence has been frequently cited as a major developmental task of adolescence. The role of the mother in the resolution of the rapprochement crisis as it continues into adolescence was illustrated through a case analysis of a 14-year-old boy and his mother. The symptoms of the adolescent included anxiety, poor school performance, and drug abuse. The mother sought treatment for intense anxiety and overwhelming dread when contemplating her future and that of her son. The child's crisis and his mother's were connected and occurred sequentially. His anxiety revived her earlier unresolved feelings of abandonment, and she was unable to support his individuation. He turned to drugs as a substitute for his mother as well as for protection against his yearnings for her and her intrusion. The process of reworking separation and individuation in adolescence must be understood in the context of the parent child relationship. (JAC)

ED 240 463

CG 017 295

Halgin, Richard P.

Respecialization Training in the Psychology Department Clinic.

Pub Date—Aug 83

Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, *Clinical Experience, Curriculum, Financial Support, *Postdoctoral Education, Professional Education, Program Costs, Program Descriptions, *Program Design, Program Evaluation, Program Length, *Psychology, *Retraining, Specialization, Student Characteristics

Identifiers—University of Massachusetts

This program description, written for psychology curriculum developers and faculty, addresses the design, problems, and benefits of incorporating a respecialization course of study into the existing psychology clinical training program at the University of Massachusetts. An example of the individualized curriculum designed to meet the clinical and theoretical program requirements over a 2-year, part-time period, is presented. Financial issues are presented next, both in regard to tuition costs and methods for returning the tuition monies directly to the program. A description of the program's applicants follows, with a rationale for selection criteria. The paper concludes with a review of the benefits and problems that respecialization has presented to both the clinical program and the respecialization student, e.g., enrichment, competition for limited resources, financial costs, and professional identity. (BL)

ED 240 464

CG 017 296

Winder, Alvin E.

A Clinic Outpost: Training for Pediatric Psychologists.

Pub Date—Aug 83

Note—21p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *Clinical Psychology, Curriculum Design, Developmental Psychology, *Interdisciplinary Approach, *Pediatrics, *Practicing, Program Descriptions, Program Design, Program Evaluation

Identifiers—University of Massachusetts Amherst

This paper describes a 2-year practicum in pediatric psychology at the Bay State Medical Center, as administered by the Psychology Department of the University of Massachusetts. An overview of the pediatric psychology program and its collaborative design between clinical and developmental psychology is given. The learning objectives, and the academic and clinical components of the program are outlined, all of which include joint coursework between psychologists and pediatric residents and case conferences with pediatric residents. Clinical casework further includes assessment and short-

term treatment of children with combined medical, developmental, and psychological problems. Two case studies are presented to illustrate the interdisciplinary nature of the program. Evaluation of the program's success is explored in the areas of benefits to the students, process, costs, and research efforts. Program areas needing improvement are addressed. The paper concludes with a list of collaborative research studies which were initiated in the first 2 years of the program. (BL)

ED 240 465

CG 017 297

DeVito, Anthony J. And Others

Correlates of Client Satisfaction at Trainee and Professionally Staffed Counseling Centers.

Pub Date—25 Nov 82

Note—9p.; Paper presented at the Annual Meeting of the Western Psychological Association (62nd, Sacramento, CA, April 8-11, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Competence, *Counseling Services, *Counselor Characteristics, Counselor Client Relationship, *Counselor Evaluation, *Counselor Qualifications, Paraprofessional Personnel, *Participant Satisfaction, Professional Personnel

Researchers have found differences in client perceptions of and judgments about experienced and inexperienced counselors. To investigate the correlates of client satisfaction in two counseling centers, one staffed primarily by trainees (CC-T) and one staffed primarily by professionals (CC-P), 464 questionnaires (107 or 26 percent at CC-T; 357 or 39 percent at CC-P) were completed by clients who used the centers' services during 1980-81. The questionnaire focused on counseling goals, counselor-client relationship, and reactions to the center and services. An analysis of the results showed that at the CC-P, clients were satisfied with all aspects of the services as opposed to CC-T clients who were less satisfied, particularly with the center itself. Satisfaction was strongly related to helpfulness, personal characteristics of the counselor (warmth, action orientation, understanding, and competence) and disposition to return to counseling. At the CC-T, overall satisfaction was more closely related to perceived counselor competence. Favorable disposition toward returning to the counseling center was higher for clients at the CC-P. (The questionnaire and table of correlations are appended.) (BL)

ED 240 466

CG 017 298

Strong, John R. Brutz, Judy

Training Couples in Communication Linkages: An Empirical Study in Maximizing Family Energy through Understanding Communication Processes.

Pub Date—Oct 83

Note—16p.; Paper presented at the Annual Meeting of the National Council on Family Relations (St. Paul, MN, October 11-15, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, Family Relationship, *Interpersonal Communication, Interpersonal Competence, *Models, Program Descriptions, *Skill Development, *Training

The traditional model of communication (sender-message-channel-receiver, SMCR) treats communication as a product rather than a process of interrelated elements of interaction. The SMCR model identifies communication skills, attitudes, knowledge, and sociocultural positions as important factors affecting interactions. According to this model, the channel for transmission of messages is any of the five senses. By contrast, the Human Communication Model (HCM) uses a principles and skills approach to help individuals understand how they can influence their own lives and relationships while interacting with others. The HCM defines communication as the creation of meaning within a perceiver in response to internal and external stimuli, and the transmission of signals to others which represent personal meanings. The HCM assumes each individual is the center of his/her world, communication is an organizational function, human motivation is self-actualizing, and principles and skill influence the flow of stimuli within and between people. The second part of this paper describes a 10-week couples enrichment program in which the HCM model was implemented to help them understand communication processes

through: (1) discussion of major themes of communication, e.g., creating meaning, principles, process, superverbal communication, listening, understanding, speaking, relationships, and total encounter; and (2) skill development exercises, e.g., getting acquainted, sharing, creating meaning, dimensions of being, relationships, professional communication, and closure. Each of the discussion themes and skill exercises is described separately. Detailed diagrams of the two communication models are also provided. (BL)

ED 240 467 CG 017 299

Toro, Paul A. Zax, Melvin
Natural and Professional Help during Marital Disruption.

Pub Date—Aug 83

Note—14p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Counseling Techniques, Counselor Characteristics, Divorce, Helping Relationship, *Lawyers, Leaders, Marital Instability, Marriage Counseling, *Professional Personnel, *Professional Services

Identifiers—*Helping Behavior, *Mental Health Workers

Although few people bring their psychological problems to mental health professionals, research in the area of "natural" help is rudimentary. To investigate the process and effectiveness of natural professional groups in helping individuals experiencing marital disruption, 42 helpers (14 mental health professionals, 14 divorce lawyers, and 14 leaders of self-help groups) participated in a 40-minute interaction with a woman trained to portray a separated woman considering divorce. Audiotapes of the interactions were coded for helper behaviors according to the Counselor Verbal Response Category System. An analysis of the results showed that mental health professionals used more Minimal Encouragers, Open Questions, and Reflections than both other groups, and more Restatements, Interpretations, and Confrontations than lawyers. Self-help leaders used more Self-Disclosures than both other groups, more information than professionals, and more Open Questions, Reflections, Interpretations, and Confrontation than lawyers. Lawyers used more Verbosity and Information than both other groups and more Closed Questions than self-help leaders. Lawyers were more effective with legal/financial problems and less effective with personal/emotional problems than both other groups. While the findings can be useful for helpers in various groups to improve their effectiveness, further research on the effects of different behaviors is needed. (Author/BL)

ED 240 468 CG 017 300

Smith, David Lawson And Others
Reconsidering the Information Potential of Movement and Sound in Social Perception.

Pub Date—Apr 83

Note—21p; Paper presented at the Annual Meeting of the Western Psychological Association (63rd, San Francisco, CA, April 6-10, 1983).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Acoustical Environment, Behavior, Evaluative Thinking, Information Seeking, *Motion, Perception, Perspective Taking, *Social Cognition, State of the Art Reviews, *Stimulation Identifiers—Phenomenological Analysis, *Social Perception

The organization of behavioral episodes can be described at two levels: the physical level of movement and sound and the phenomenal level of action. Social perception theory and research generally operates at a phenomenal level of behavioral description. Movement and sound traditionally have been considered inadequately structured to provide much specific information to social perception. As a result of neglecting the relationship between the two descriptive levels of behavioral stimulation, social perception theory and research, until recently, have neglected the fundamental issue of behavior perception. In contrast, other research literatures have focused on structure in movement and sound and have identified invariant patterns that specify a variety of human characteristics and activities and that relate to the perception of causality and purposive behavior in certain interaction episodes. Here,

the various findings are integrated into a discussion of the relationship between phenomenal units and structure describable at a physical level. An expanded conception of dynamic stimulation is proposed in which the contribution of interpretation and inference is balanced against the information available in movement and sound. (Author)

ED 240 469 CG 017 301

Butler, Robert A. Whipple, James
The Relationship of Self-Esteem to Depressive Cognition.

Pub Date—Aug 83

Note—33p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Affective Behavior, *Attribution Theory, *Cognitive Processes, College Students, *Depression (Psychology), Helplessness, Higher Education, Negative Attitudes, Problem Solving, *Self Esteem, *Self Evaluation (Individuals)

Both cognitive and learned helplessness models of depression stress the importance of low self-esteem in the etiology of depression and depressive symptomatology. To investigate the correlations and causal relationship of low self-esteem to depressive cognition, equal groups of low, medium, and high self-esteem college students ($N=135$; 89 female, 46 male) as determined by the revised Janis-Field Feelings of Inadequacy Scale, participated in an experimental self-esteem manipulation in which subjects were given either positive, average, or negative self-esteem feedback on their performance on a bogus social skills test. Subjects completed a battery of measures assessing depressive cognition, self-esteem, and depression level before and after the self-esteem manipulation. An analysis of the results showed that low self-esteem was associated with more depressed-distorted cognition, more depressed, automatic thoughts, and greater depressive affect than was medium or high self-esteem. Tests to determine whether or not low self-esteem was causally related to the development or generality of such cognitions were nonsignificant. The findings only partially support the rationale for therapeutic practices based on a pseudo-causal sequence in which mental activity automatically results in changes of mood or behavior. (BL)

ED 240 470 CG 017 302

Perry, Raymond P. Dickens, Wenda J.
Educational Seduction: An Attributional Analysis.

Pub Date—Aug 83

Note—15p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Attribution Theory, Classroom Communication, College Students, *Expressive Language, Foreign Countries, Higher Education, Locus of Control, Metacognition, Self Esteem, Student Evaluation of Teacher Performance, Student Motivation, Student Teacher Relationship, *Teacher Behavior, *Teacher Effectiveness, Teacher Influence, Teaching Styles

Identifiers—*Canada

Educational seduction, in which a charismatic, entertaining instructor obtains favorable student ratings while presenting insufficient lecture content, threatens the validity of student ratings and teaching effectiveness research. To examine the effects of one educational seduction variable, instructor expressiveness, on student achievement attributions and affective reactions, four studies (2 in 1980-81; 2 in 1981-82) were conducted, in which 532, 229, 220, and 165 male and female college students viewed two 25-minute videotaped lectures, manipulated for high or low instructor expressiveness. Subsequently, the students took an achievement test on the material and completed two profiles assessing attributions, achievement responsibility, and emotional response. An analysis of the results showed that instructor expressiveness had a consistent and moderate to large effect on student achievement across all four studies. The high expressive instructor produced a greater internal mastery orientation in students and enhanced students' confidence in their performance. The findings raise important questions about whether expressiveness affects other cognitive processes such as expectations or

motivation. (BL)

ED 240 471 CG 017 303

Thomas, Jeanne L.
Locational versus Featural Information in Adult Visual Memory.

Pub Date—Aug 83

Note—28p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Age Differences, Aging (Individuals), *Cognitive Processes, Eidetic Imagery, Females, Maps, *Memory, Middle Aged Adults, Older Adults, *Spatial Ability, *Visual Discrimination, Visual Learning, Young Adults

Research on adult memory for nonverbal representations has found a significant age-related decrement in performance. To investigate age differences in adult locational versus featural information in visual memory, 90 adult women (29 young women with a mean age of 21; 30 middle aged women with a mean age of 43; and 31 older women with a mean age of 68.7) studied three stimulus maps for landmarks, location recognition, and landmark-location pairing over three trial blocks; they then completed cumulative retention tests following learning of each stimulus map. After the map exercise, subjects completed a questionnaire covering learning strategy use and demographic information. An analysis of the results showed that the young and the middle aged subjects did not differ significantly in performance. Both younger groups recognized significantly more landmarks and locations, and paired significantly more landmarks and locations than did the elderly subjects. Subjects generally recognized similar numbers of landmarks and locations, although the young subjects recognized significantly more landmarks than locations from the third stimulus map, apparently stemming from practice in using a verbal labelling learning strategy. Relative levels of performance on the two recognition tasks and the pairing task indicated that recognition of featural and locational information were generally tasks of comparable difficulty, and that both were less difficult than the task of integrating featural and locational information. The findings of age group differences in performance may indicate an age related decrement in visual memory ability, but may also reflect age group differences in response to specific features of the experimental task. (Author/BL)

ED 240 472 CG 017 304

Thomas, Jeanne L. Datan, Nancy
Change and Diversity in Grandparenting Experience.

Pub Date—Aug 83

Note—25p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change, *Developmental Stages, *Grandchildren, *Grandparents, Interpersonal Relationship, Life Satisfaction, *Sex Differences, Sex Role, Socialization, Stress Variables, *Time Perspective

In this study, change over time in grandparenting experience, sex differences in grandparenting, and differences among relationships with different grandchildren were explored. Thirteen grandmothers and six grandfathers were interviewed; content analysis and thematic analysis of interview transcripts were performed. Grandparents described changes over time in activities with grandchildren, and in the satisfactions and stresses of grandparenting; in accounting for these changes, grandparents most often referred to age-related changes in grandchildren. Men and women differed in activities shared with grandchildren, in sources of satisfaction and stress in grandparenting, in the personal significance of grandparenting, and in changes over time in grandparenting experience. Finally, many grandparents behaved differently with grandsons and granddaughters, although most of these grandparents believed that boys and girls should be treated the same way. We conclude that grandparenting is most usefully viewed as a developmental process, that grandparents act as sex role socialization agents, and that the findings support a model of reciprocal structuring of the life cycle. (Author)

ED 240 473 CG 017 305

DeJoy, David M. Klippel, Judith A.
Attribution of Responsibility for Accidents Involving Blameworthy Acts.

Pub Date—Aug 83

Note—11p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attribution Theory, College Students, Drinking, Evaluation Criteria, Higher Education, *Responsibility, *Traffic Accidents
Identifiers—*Blame, Speeding

Considerable research has been directed at examining motivational bias in the attribution of responsibility for accidents. To assess the influence of unsafe actions on the attribution of responsibility for traffic accidents of varying severity, 96 college students read scenarios in which the level of unsafe driving behavior (none, drinking, drinking and speeding) and the severity of accident outcome were experimentally varied. Subjects were asked to evaluate the degree of responsibility of the perpetrator, the importance of chance, and other possible causes. The results indicated that both increasing levels of unsafe act and severity of outcome were associated with increased attribution of responsibility. Severity-dependent attribution of responsibility was apparent even in the absence of obvious unsafe acts by the perpetrator. The commission of unsafe acts produced a tendency in the observers to attribute greater responsibility to the actions and characteristics of the perpetrator rather than to chance or situational factors. A denial of personal similarity with the perpetrator was also found under such circumstances. (Author/JAC)

ED 240 474

CG 017 306

Slem, Charles M.

Relationship between Classroom Absenteeism and Stress Risk/Buffer Factors, Depressogenic Attributional Style, Depression and Classroom Academic Performance.

Pub Date—30 Apr 83

Note—9p; Paper presented at the Annual Meeting of the Western Psychological Association (63rd, San Francisco, CA, April 6-10, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Attendance, Attribution Theory, *College Students, *Depression (Psychology), Educational Environment, Higher Education, Locus of Control, Performance Factors, *Stress Variables, Student Characteristics

The relationship between classroom absenteeism and academic performance has been well documented. To assess the relationship between absenteeism and traditional stress risk/buffer factors, depressogenic attributional style, depression and academic performance, 68 students completed the Internal-External Control Scale, two versions of life event changes scales, a student version of the Jenkins Type A Behavior Scale, the Beck Depression Inventory, and an attributional questionnaire. Absenteeism was assessed by the number of times a student was not present to turn in assignments or tests. Academic performance was determined by mid-term and final examination scores. The previously reported negative relationship between classroom absenteeism and academic performance was confirmed, although none of the stress or depressogenic factors were significantly related to absenteeism. The findings suggest that absenteeism as a reflection of stress-related issues poses problems and solutions very different from those present when absence behavior is part of a rational coping strategy or due to low interest. (JAC)

ED 240 475

CG 017 307

Sherman, Steven J. And Others

Becoming a Cigarette Smoker: A Social-Psychological Perspective.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date—Aug 83

Grant—NICHD-HD-13449

Note—18p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Behavior Patterns,

Cognitive Restructuring, Etiology, Individual Differences, Longitudinal Studies, Parent Influence, *Personality Traits, *Predictor Variables, Secondary Education, *Smoking, *Social Cognition, *Social Environment, Social Psychology

Research in the area of social cognition has suggested that actual stimuli don't predict later judgments and responses as well as cognitive representations of and cognitive responses to those stimuli, in the form of attitudes, impressions, or causal attributions. To identify the factors most important in predicting adolescent smoking, a 4-year longitudinal study was conducted using a sample of students in grades 6 through 12. Three major categories of factors were used: (1) proximal variables (attitudes, beliefs, intentions) from Ajzen and Fishbein's (1970) model of behavior prediction; (2) general personality and perceived environment factors from Jessor and Jessor's (1977) problem behavior theory; and (3) perceived smoking environment factors. These factors were assessed across sex, age, and stage of smoking. The results supported the utility of a cognitive social-psychological approach to understanding adolescent smoking behavior. For adolescents who had already experimented with cigarettes, increases to regular smoking were best predicted by attitudes and beliefs about smoking as well as behavioral intentions to smoke (i.e., the Ajzen and Fishbein variables). Those who tried smoking but did not become regular smokers placed higher values on independence and had higher expectations for actually attaining independence, which may have helped reduce peer influence. In contrast, initial experience with smoking was more dependent on the immediate situational context. Moreover, adolescents grossly overestimated the actual extent of smoking among adults and teenagers. Self-image and social image were also related to adolescents' smoking decisions. The findings should prove useful in designing more effective interventions for primary prevention of smoking among adolescents. (JAC)

ED 240 476

CG 017 308

Hazzard, Ann Rupp, Gary

Training Teachers to Identify and Intervene with Abused Children.

Spons Agency—Emory Univ., Atlanta, Ga.

Pub Date—Aug 83

Note—22p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Change, *Child Abuse, Elementary Secondary Education, *Identification, *Inservice Teacher Education, Intervention, Research Reports, Teacher Improvement, *Teacher Role, Teachers, Teacher Workshops

Teachers are a potentially helpful resource for abused children, but generally lack training in child abuse identification and intervention. Elementary and junior high school teachers (N=104) were surveyed concerning their abuse-related experience, knowledge and attitudes. Sixty-eight percent of the teachers reported 3 or fewer hours of education about child abuse, and 62 percent reported no prior experience with abuse cases. Half of the teachers (N=51) were then randomly assigned to participate in a one-day training workshop on child abuse. Repeated measures analyses revealed that treatment teachers, compared to control teachers, increased in knowledge about child abuse and developed more sympathetic attitudes toward the abusive parent. A 6-month follow-up using self-report data revealed no significant differences between groups in the number of cases of child abuse identified or reported. However, treatment teachers were significantly: (1) more likely to talk with individual students to determine if abuse was occurring; (2) more likely to give a class presentation on child abuse; (3) less likely to report the use of physical punishment in the classroom; and (4) more likely to discuss child abuse with colleagues. Interestingly, the only reported and/or suspected cases of sexual abuse came from the treatment group. (Author)

ED 240 477

CG 017 309

Tarnai, John

Psychophysical Scaling of Attachment and Loss.

Pub Date—Apr 83

Note—15p; Paper presented at the Annual Meeting of the Western Psychological Association (63rd, San Francisco, CA, April 6-10, 1983).

Pub Type—Reports - Research (143) — Speeches/

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, *Attachment Behavior, College Students, Coping, Emotional Experience, *Emotional Response, Evaluative Thinking, Higher Education, *Interpersonal Relationship, Psychophysiology, *Scaling, *Stress Variables

Identifiers—*Loss, Magnitude Estimations

Few studies have attempted to measure the strength of attachment in personal relationships or the stress associated with the loss of those relationships. To measure the perceived strength of attachment and stress of loss of 20 typical relationships (e.g., wife or husband, father, son, daughter, brother, sister, friend, lover, grandparents, and casual acquaintance) and to determine how these scales correlate with the actual experience of relationship loss, 469 college students assigned numbers to relationships in proportion to their perceived magnitude of attachment or stress following a loss, in comparison to a standard modulus. In addition to making magnitude estimations, 117 subjects made magnitude judgments using a hand dynamometer. Subsequently, 352 college students from the original sample rated, on a 7-point scale, the degree to which they had experienced each of 26 emotional reactions (e.g., lonely, angry, depressed) and made each of 20 coping responses (confided in friends, formed new attachments, started to drink) to the loss of a relationship. An analysis of the results showed that subjects were able to provide consistent and reliable judgments of the strength of their attachments in these relationships, and of the stress associated with the loss of those relationships. The cross-modality matching validation was confirmed for both strength of attachment and stress of loss, indicating that subjects assigned the same magnitudes to the 20 relationships when they used numbers and when they used apparent force of handgrip. A high correlation was obtained between the stress of loss scale and the average ratings of emotional reactions and coping responses to loss. (Author/BL)

ED 240 478

CG 400 179

Breme, Frederick J. Rosen, Donald A.

How to Flunk Out: A Paradoxical Approach to Study Skills.

Georgia Univ., Athens. Center for Counseling & Testing.

Pub Date—[82]

Note—48p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Strategies, Guidelines, Higher Education, *Humor, Instructional Materials, *Motivation Techniques, Notetaking, *Student Motivation, *Study Skills, Teaching Methods, Test Wiseness, Time Management

Identifiers—*Paradoxical Techniques, PF Project
Student handouts which are written "tongue-in-cheek" tell the student to do exactly the opposite of what should be done to improve study skills. Reasons given for using a paradoxical teaching approach are to create an element of surprise, to increase attention, to encourage identification with what is being taught, to increase awareness of choice, and to entertain. "Serious" handouts are provided to accompany the "tongue-in-cheek" materials. Topics covered in the handouts include getting along with the professor, taking good lecture notes, creating a good study environment, motivating oneself for study, managing one's time wisely, reading textbooks effectively, and using effective test-taking techniques. Hints for taking essay tests and objective tests are provided. The College Student Self-Rating Scale of Excellence which lists 35 characteristics of an excellent student is also included. (JW)

ED 240 479

CG 400 194

Kissam, Edward Richardson, Penelope L.

Y.E.S., Inc. Guidebook. A Youth Employment Skills Media and Outreach Project.

KCET-TV, Los Angeles, Calif.

Spons Agency—Corporation for Public Broadcasting, Washington, D.C.; Department of Education, Washington, DC.

Pub Date—83

Contract—300-81-0316

Note—67p.

Available from—KCET-TV, 4401 Sunset Blvd., Los Angeles, CA 90027 (\$1.60).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Blacks, Career Choice, Career Devel-

opment, Career Education, *Career Guidance, *Disadvantaged Youth, Learning Activities, Secondary Education, Self Actualization, Skill Development, *Student Attitudes, *Youth Employment

Identifiers—PF Project, Television Role, Youth Career Development Program

Originally intended to be used with a national television drama mini-series, the guidebook can be used alone to improve student attitudes toward education and career-oriented skills. It is targeted primarily to Black and Chicano junior and senior high school students. The project stresses that the development of oneself is most important to the development of a career. The guidebook can be copied and reassembled to accommodate specific program needs. In section 1, a summary is given of each television program, followed by discussion questions, suggested activities, problem situations, and a thought for the day. Section 2 provides worksheets to help students rate things of importance in their lives, examine the meaning of success, learn about the world of work, improve problem-solving skills, give an oral history, consider role models and mentors, and identify career goals, skills, and talents. The third section explains how the guidebook can be used for learning/work experience programs; business/community partnerships; school classrooms; summer youth, recreation, and camp programs; short, job-search workshops; and counseling workshops. In addition, the document provides a model for learning, a discussion of the role of television, additional skill building activities, and an annotated list of resources and model projects. (LH)

ED 240 480 CG 400 202
Guillen, Mary A.

Human Relations Class. A Syllabus.
Ontario-Montclair School District, Ontario, Calif.

Pub Date—[81]
Note—41p.; Prepared at De Anza Junior High School.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basic Skills, *Communication (Thought Transfer), *Communication Skills, Group Discussion, Group Dynamics, *Human Relations, Instructional Materials, *Interpersonal Relationship, Junior High Schools, Language Arts, Nonverbal Communication, Program Descriptions, Skill Development, Transactional Analysis, Verbal Communication.

Identifiers—California Demonstration Program in Reading, PF Project

A junior high level human relations class develops human interaction and oral communication skills. A week-by-week syllabus contains the following components: introduction of the students to each other and to the principles of body language, transactional analysis, and group interaction; behavior contracts; group dynamics topics and exercises; exploration of change and values; choice and decision-making; problem solving; group discussion and criticism; and review. For each week, an outline of topics, activities, and background references is provided. (LP)

ED 240 481 CG 400 203
Truancy Sweeps. Target Area: Discipline.

Santa Maria Joint Union High School District, Calif.

Pub Date—Oct 83
Note—3p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attendance, Discipline, *Discipline Policy, High Schools, Parent School Relationship, *Police School Relationship, Public Schools, School Community Relationship, School Policy, Student Behavior, *Truancy

Identifiers—PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Truancy sweeps, a cooperative effort of the high school district, Santa Maria Police Department, and Santa Barbara Sheriff's Department, gave us a valuable insight. The sweeps, unannounced to the public but coordinated by high school assistant principals and law enforcement agencies, were part of a concentrated effort to improve attendance. To our surprise, we found that the students who were picked up on these sweeps were not habitual trouble-makers or truants! Once we identified our students and found out why they were not in school that day, we discovered situations which could be alleviated through school or public service agency attention for several truant students.

There are 3,600 students attending our two major high schools. On the first sweep, conducted in October with both law enforcement agencies participating, 29 students were picked up and detained. The next sweep, in December, netted only 18 students. The word was out on the campus. According to one student, "When that jail door clanged shut, I KNEW I didn't want to be there." On the day of a sweep, assistant principals from each school are "on duty" at law enforcement agencies. Students are identified; their parents are telephoned and told to come and get their sons or daughters and return them to school. Granted, this is traumatic for both students and their parents. However, it IS working, as the last sweep brought in less than 10 students. Fred Miller, Santa Maria High School Assistant Principal, who works with discipline and attendance problems and participates in the sweep action, says: "There is no single program which keeps students in school." Truancy sweeps, along with parent contact, responsibility shared according to district policy and the student behavior code, and communication about all of these efforts, is paying off in improved attendance, better discipline, and a community which knows what's going on in its schools. [This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community]. (Author)

ED 240 482 CG 400 205
Luttrell, Teresa

Activities in Awareness. Greenfield Express Management System.

Greenfield Union Elementary School District, Bakersfield, CA.

Pub Date—[83]
Note—45p.; Prepared by the Reading Demonstration Project, Greenfield Junior High School.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Awareness, Career Exploration, Females, Instructional Materials, Junior High Schools, Learning Activities, Males, Prevocational Education, Reading Instruction, Reading Skills, Resource Materials, Self Concept, Self Esteem, Sex Bias, *Sex Fairness, *Sex Role, *Sex Stereotypes, Social Influences, Units of Study

Identifiers—California Demonstration Program in Reading, PF Project

Designed to raise junior high school students' awareness of sex role stereotypes and how these stereotypes limit the aspirations and achievements of both women and men in our society, this packet contains three sections of material. In section 1, an outline of issues to be considered precedes a list of 8 activities and materials for a "noteworthy women" contest. Section 2 consists of an extensive resource list. Handouts contained in section 3 examine student self-concepts, stereotypes, stories, opinion polls, and statistics. (LP)

ED 240 483 CG 400 208
Opportunity Class.

Chula Vista City School District, Calif.

Pub Date—[Sep 83]
Note—31p.; Prepared at Castle Park Middle School.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, *Behavior Problems, *Discipline Policy, Intermediate Grades, Junior High Schools, Middle Schools, Problem Children, Program Descriptions, *Special Classes, Special Education, *Student Attitudes, *Student Behavior, Youth Problems

Identifiers—PF Project

Suitable for those contemplating a program alternative to school suspension, this student handbook describes a special class for middle school students who have been removed from their regular classes because of serious behavior problems. Separate sections describe the nature of the class, reasons for the students' placement in the class, the daily schedule of the program, methods of earning privileges, rules, punishments, assignments, and grading. Additional materials include a student attendance form, a student information sheet, a handbook quiz, student essay topics, and procedure for repeated placement in the special program. This document was selected by the Association of California School Administrators

Task Force on Public Confidence as descriptive of promising practices or exemplary projects worthy of highlighting for the California educational community. (LP)

ED 240 484 CG 400 209
Project H.O.P.E. (Helping Others Pursue Education).

Inglewood Unified School District, Calif.

Pub Date—83
Note—18p.; Four copyrighted newspaper articles have been removed.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Cooperation, *Counseling Services, *Delinquency Prevention, *Delinquent Rehabilitation, Elementary Secondary Education, Law Enforcement, Program Descriptions, *School Community Programs, Stealing, *Truancy, Youth Problems

Identifiers—California (Inglewood), PF Project

A cooperative community-school district counseling program to reduce truancy and juvenile delinquency in Inglewood, California is described. Material, in the form of official memos, is divided into four sections. Section 1 describes project funding and target students. Section 2 contains statistics related to the numbers of students served, put on probation, and put on suspension. Section 3 outlines the project's mode of operation, procedures for suspended students, activities and counseling offered at the truancy counseling center, and procedures for truant students. The final section outlines relevant state and local laws and ordinances. Also included are a copy of a student record form, notification of truancy letter to parents, and a conference form. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (LP)

ED 240 485 CG 400 210
STAR: Social Thinking and Reasoning.

Irving Unified School District, CA. Guidance Projects Office.

Pub Date—82
Note—234p.; Page 86 of the original document is missing and has not been reproduced here.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Assertiveness, Curriculum Guides, Grade 6, Individual Differences, *Interpersonal Competence, Junior High Schools, Learning Activities, Lesson Plans, Middle Schools, *Personality, Personality Traits, *Relaxation Training, Stress Management, Withdrawal (Psychology)

Identifiers—PF Project

This curriculum guide provides instruction in assertive skills, personality types, and relaxation techniques for sixth-, seventh-, and eighth-grade students. It is especially intended to increase the social skills of shy, withdrawn students; but it may be used with any students who demonstrate deficits in social skills. The guide contains 50 lessons which: (1) teach students how to deal with others in a successful, productive manner; (2) provide them with an awareness of personal differences; and (3) give them tools to reduce personal stress. Each lesson includes: title, goal, lesson overview, materials, procedure, transfer activity, behavioral objectives, and follow-up. The guide may be used in the classroom, in advisement groups, and/or in small-group counseling sessions. The lessons offer many experiential activities and role-playing situations. A glossary of terms used in the guide and a six-item bibliography of references are included. (DC)

ED 240 486 CG 400 211
STAGES: Education for Families in Transition.

Irving Unified School District, CA. Guidance Projects Office.

Pub Date—82
Note—436p.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Change, Class Activities, *Coping, Counseling, Curriculum Guides, Death, *Developmental Stages, Divorce, Elementary Education, *Emotional Adjustment, Emotional Problems, *Family Problems, Intermediate Grades, Lesson Plans, *Parent Child Relation-

ship, Primary Education, Program Implementation, Remarriage, Resource Materials, Units of Study

Identifiers—PF Project

This elementary school curriculum guide is intended to develop an understanding of the emotions involved in stressful changes in life and to teach coping skills for dealing with those changes. The focus is on changes caused by divorce, remarriage, or death of a parent. The first 38 lessons are designed for the classroom. The remaining 15 are designed for small counseling groups. Most of the classroom lessons are presented twice, once for primary students and again for intermediate students. They are organized into the following seven units based on different stages of the coping process: introduction, denial, anger, bargaining, depression, acceptance, and hope. These stages are also the subjects of the counseling group lessons. The lessons are presented with a theatrical theme and include the following components: stage (lesson title), scene (lesson objective), focus (behavioral objective), props (materials needed), script (teacher information and instructions), action (activity), finale (closure activity), encore (transfer activity), and epilogue (optional activity). Many experiential, role-playing, and imagery exercises are used. Also included in this document are a school implementation guide which provides guidelines for implementing the STAGES program, a media resource list which cites filmstrips, fiction and nonfiction books, and a seven-item reference bibliography. (DC)

ED 240 487 CG 400 212
PLUS: Promoting Learning & Understanding of Self.

Irving Unified School District, CA. Guidance Projects Office.

Pub Date—82

Note—331p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, *Assertiveness, Curriculum Guides, Daily Living Skills, Dropout Prevention, High Schools, *Interpersonal Competence, Lesson Plans, *Problem Solving, *Self Concept, Special Education, *Stress Management, Student Development, *Student Improvement

Identifiers—PF Project

This curriculum guide is designed to lower the dropout rate and improve the academic achievement of handicapped and nonhandicapped high school students by developing their personal and social skills. It may be used in a variety of classroom, special education, and guidance settings. The lessons use relevant experiences to stimulate learning through active participation and experiential activities such as plays, short stories, role-playing scripts, and stress management exercises. The lessons are organized into three components: social skills, problem solving, and stress management. The social skills component contains 26 lessons on passive, assertive, and aggressive behavior; assertive communication; social conversation; and dealing with criticism assertively. The problem-solving component presents 27 lessons on agreements; feelings; beliefs and their effects on emotions; and a six-step, problem-solving method. The stress management component includes 29 lessons which develop a variety of stress reduction techniques and provide reinforcement for the social skills and problem-solving lessons. The components may be taught separately, sequentially, or simultaneously; many of the social skills and problem-solving lessons are keyed to the stress management lessons. Each lesson includes: lesson objective, behavioral objective, materials, activity, closure, and transfer. An 18-item reference bibliography is included. (DC)

ED 240 488 CG 400 213
Guidelines for Writing Resumes & Letters. Revised.

Dickinson Coll., Carlisle, PA. Counseling Center.

Pub Date—Jun 83

Note—35p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Skills, Employment Qualifications, Guidelines, Higher Education, *Job Application, *Letters (Correspondence), Personnel Data, Word Lists, Worksheets, *Writing (Composition), *Writing Skills

Identifiers—PF Project

Practical advice for creating effective resumes, cover letters, and thank-you letters is provided in this guide for college students. Ten general characteristics of a good resume are enumerated and followed by a lengthy list of strong, action verbs to use when writing the resume. Guidelines for developing the following eight specific parts of a resume are given: job objective, education, employment experience, extracurricular activities, awards and honors, interests, and references. Seven cardinal rules of resume preparation are discussed and two pages of additional advice are given. Nine sample resumes provide an idea of what good resumes should be like. A six-page resume worksheet is included to aid in recalling and organizing the data. Guidelines and rules for writing cover letters (for resumes) and thank-you letters (as follow-up after job interviews) are provided along with examples of the following: a poor cover letter, a good cover letter, a letter requesting a job interview when a specific job is not advertised, and a thank-you letter. (EM)

CS

ED 240 489

Panick, Merle, Comp.

A First Step: Parts of A Book. How to Use a Textbook.

Pittsburg Unified School District, Calif.

Pub Date—76

Note—33p.; Prepared by the Pittsburg Reading Enrichment Program, Central Junior High School.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Content Analysis, *Content Area Reading, Instructional Materials, Interdisciplinary Approach, Junior High Schools, Learning Activities, Reading Strategies, *Skill Development, *Study Skills, *Textbook Content, Units of Study

Identifiers—California Demonstration Program in Reading, PF Project

Arranged in four parts, this guide presents techniques for helping junior high school students develop textbook skills. Following a pretest and checklist which determine student weaknesses in using title page, table of contents, index, visual aids, and print types (part 1), specific development strategies are provided in part 2. These are using cookbooks to teach index and table of contents skills, using history and general reading books to identify parts of a book, and using several textbooks to compare organization and presentation of materials. Part 3 contains 5 exercises which may be used for developing facility in using texts or for testing mastery of objectives. An evaluation test is provided in part 4. The guide concludes with a bibliography. (LP)

ED 240 490

Temmen, Karen, Comp.

The Annotated Bibliography on Reading. Second Annual Supplement.

CEMREL, Inc., St. Louis, Mo. R&D Interpretation Service.

Pub Date—Nov 81

Note—77p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annotated Bibliographies, Content Area Reading, Elementary Secondary Education, *Reading Instruction, Reading Material Selection, Reading Strategies, Resource Materials

Identifiers—PF Project

Over 100 books related to teaching reading are listed in this annotated bibliography. Most entries were published between 1980 and 1981. For each citation, information on author, publisher, and availability is accompanied by a brief abstract and descriptors. A descriptor index is included. (LP)

ED 240 491

Martin, Shirl, Solomon, Jorene

Low Cost Idea. California Demonstration Program in Reading.

Ontario-Montclair School District, Ontario, Calif.

Pub Date—[77]

Note—35p.; Prepared at Imperial Junior High School.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basic Skills, Class Organization,

Classroom Environment, Classroom Techniques, *Individualized Reading, Junior High Schools, Language Arts, *Reading Instruction, *Reading Programs, Reading Skills, Skill Development, Student Motivation, Teaching Methods

Identifiers—California Demonstration Program in Reading, PF Project

Techniques and suggestions for establishing a junior high level individualized reading program stress efficiency, economy, and development of teacher and student morale. Over 20 tips, presented in alphabetical order, are illustrated. Examples of ideas discussed are: an answer key book, a book exchange, instruction notebooks and signs, evaluation methods, achievement awards, magazine and newspaper recycling, contracts, room organization, scheduling, and student folders. (LP)

ED 240 492

Ridley, Peg

Program Overview. California Demonstration Program in Reading.

Ontario-Montclair School District, Ontario, Calif.

Pub Date—82

Note—54p.; Prepared at Imperial Junior High School.

Pub Type—Guides - Classroom - Teacher (052) —

Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Basic Skills, Classroom Environment, Compensatory Education, *Educationally Disadvantaged, Educational Needs, Educational Objectives, Evaluation Methods, Instructional Materials, Intermediate Grades, Junior High Schools, Language Arts, Learning Activities, *Mathematics Instruction, Middle Schools, *Program Administration, Program Descriptions, *Reading Programs, Remedial Programs, Resource Materials, Skill Development, Teaching Methods, Tests

Identifiers—California Demonstration Program in Reading, PF Project

Management of the California Demonstration Program in Reading, a project designed to give educationally disadvantaged students at the junior high and middle school level a second chance to learn basic reading and math skills, is described. Material is divided into 18 sections covering program goals, instructional strategies, personnel, environment, management, orientation, testing, contracts, folders, student point system, silent reading, book reports, evaluation, rewards, materials, instructional resources, and tips on launching a reading program. Copies of program materials, such as student contracts, evaluation forms, and student records are provided where applicable. (LP)

ED 240 493

Gadd, Bernard

Ethnicity, Language and Literacy: Developing In-School Reading Resources to Provide for the Linguistic and Ethnic Needs of Students in a Multi-cultural Junior High School.

Pub Date—May 83

Note—27p.; Paper presented at the Annual Meeting of the International Reading Association (28th, Anaheim, CA, May 2-6, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, *Educational Innovation, *Ethnicity, Foreign Countries, *Language Usage, *Literacy, Minority Groups, Multicultural Education, Program Development, Reading Instruction, *Reading Materials, Reading Programs, Reading Research, *Teacher Developed Materials

Identifiers—*New Zealand

Noting that the degree to which the concept of ethnicity is understood and taken into account at all levels of educational planning is the single most important factor in the success of programs designed for the education of ethnic and socioeconomic minorities, this paper discusses the concept in general, then outlines the components of an in-school program that was intended to meet the needs of students ethnically divergent from the mainstream of a society. The paper begins with a discussion of ethnic diversity within a nation or society, then addresses what a nation or society can do with that diversity. It next offers several approaches that teachers of language and literacy can use in dealing with ethnic diversity, noting that the attitudes these approaches represent range from ideals of uniformity to those of diversity. Following a discussion of the individual

and ethnicity, the paper presents a review of one school's efforts to develop a publication program to deal with its various ethnic groups. It examines the educational principles upon which the program was based, sets forth the essential ingredients of the publication program, describes the three types of publications prepared, and presents some of the problems the program encountered. (FL)

ED 240 494 CS 007 335

Butterfield, P. H.
Black Literacy in South Africa—A Comparison of the Contribution of the Public and the Private Sector.

Pub Date—[81]
Note—30p; Best copy available.
Pub Type—Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Literacy, *Blacks, *Cooperation, Educational Improvement, Education Work Relationship, Foreign Countries, Government Role, Job Skills, *Literacy Education, *Organizations (Groups), *Program Development, School Business Relationship

Identifiers—Apartheid, *South Africa
According to a 1980 estimate, 5,678,000 black South African adults are illiterate. A large number of organizations has been created to address the problem—among them such private sector operations as the South African Committee for Higher Education, Operation TEACH (Teach Every African Child), the Bureau of Literacy and Literature, the Urban Foundation, and the government's Department of Education and Training—but their failure to coordinate activities has hampered the promotion of adult literacy. Obstacles to greater coordination include a lack of consensus on the criteria for literacy, disagreement over whether efforts should be concentrated on preventing or curing adult literacy, varied methods of teaching reading, limited government commitment to adult literacy programs, limited funding, and restricted opportunities for black workers even with good literacy skills. Reasons for optimism over improved coordination in the future, however, involve an increased flow of capital into the study of black literacy, signs of increased state involvement in literacy education, the establishment of a black university in a major urban area, and some relaxation of legal requirements for black admission to universities. (MM)

ED 240 495 CS 007 373

Hatcher, Catherine W.
Problems of Change: Bounded Rationality—What do Teachers Really Do?

Pub Date—May 83
Note—22p; Paper presented at the Annual Meeting of the International Reading Association (28th, Anaheim, CA, May 2-6, 1983).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Research, Decision Making, Educational Theories, *Instructional Improvement, *Models, *Reading Instruction, *Reading Research, *Research Methodology, Teacher Characteristics, *Teacher Effectiveness, Teaching Methods

Through an integration of teacher effectiveness and reading research, this paper proposes ways for improving classroom reading instruction. The first part of the paper reviews teacher effectiveness research, noting the shifts that have occurred in that area from the early efforts, which focused on identifying and describing teacher characteristics associated with high or low student outcomes, to more recent efforts that have looked at teachers' goals, judgments, and decision making processes. The second section discusses the idea of "bounded rationality," which posits that because they work in a complex environment and must make decisions immediately, teachers have to construct a simplified model of a real situation and behave according to that model. The third section looks at research relative to teacher thought, judgment, and decision making, concentrating on the cognitive model proposed by R. Shavelson and P. Stern. The fourth section considers research covering decision making during reading instruction, specifically in the areas of teacher planning, classroom practice, and teacher concepts of reading. The final section describes the Concerns-Based Adoption Model developed at the University of Texas and built on assumptions about school characteristics, adults as learners, and the change process—and discusses the implications of this model for classroom instruction.

(FL)

ED 240 496 CS 007 377

Moyer, Jane P.
Poetry for Poetry Haters.
Area Education Agency 7, Cedar Falls, IA.
Pub Date—[80]
Note—44p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Grade 9, Grade 10, High Schools, Learning Activities, Lesson Plans, Literary Devices, *Literature Appreciation, *Poetry, Symbols (Literary), Units of Study
Identifiers—PF Project

This four-week poetry unit, geared to ninth and tenth graders, contains plans for 20 days of lessons and activities designed to capture the students' interest and expose them to a wide variety of poems. The characteristics of poetry and the techniques used by poets are emphasized in the unit. Six general objectives are listed followed by an overview of the unit with suggestions and directions to the teacher. Organization of the lessons includes topic, objectives, materials needed, and procedures for teaching. Included in the first twelve lessons are poems about sports, black poetry, story poems, symbolism in poetry, poetry on tombstones, concrete poetry, haiku, and the poetry of rock music. Three "browsing" days are provided for the students to explore poetry books and find a favorite poem to present to the class. Four days of "poetry seminars" are planned for the presentations. A four-page written test is provided for the last day. References are listed for books, films, and filmstrips used in the unit. Included in the appendices are a vocabulary list to be completed by students as they proceed through the lessons, some examples of concrete and haiku poetry, and student guidelines for preparing the poetry presentations. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (JW)

ED 240 497 CS 007 401

Thacher, Jean Louise N., Comp.
An Annotated Partial Bibliography of Contemporary Middle Eastern and North African Poets, Novelists, Dramatists and Short Story Writers with Some Background Titles and Folk Tales.

Pub Date—[1 Feb 84]
Note—43p.
Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—African Culture, African Literature, Annotated Bibliographies, Anthologies, Cultural Background, *Drama, Folk Culture, Islamic Culture, Literary Genres, *Literature, *Novels, *Poetry, Resources, *Short Stories
Identifiers—*Africa (North), *Middle East, PF Project

Titles of 152 books of Middle Eastern and North African literature are listed in this annotated bibliography. Contents of the bibliography include: (1) 3 anthologies; (2) 24 collections of poetry; (3) 31 contemporary novels; (4) 23 collections of contemporary short stories; (5) 3 collections of plays and 3 single plays; (6) 10 collections of folktales and 6 single folktales; and (7) titles of 49 books which provide background material and information on the Middle East and North Africa. Approximately two-thirds of the entries were published between 1970 and 1983. All books listed are in print unless otherwise noted in the annotations. For each citation, information on author, publisher, publication date, number of pages, and price is provided along with a brief annotation. A list of names and addresses of the publishers of the titles is provided. The final page of this document lists a few selections from the literature of the bibliography in the categories of poetry, novels, plays, and short stories. (JW)

ED 240 498 CS 007 427

Russ-Eft, Darlene F. McLaughlin, Donald H.
Ideas for Reading and Writing Courseware: Needs and Development Opportunities for Educational Computer Software in Reading, Writing, and Communication Skills. Executive Summary.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—AIR-26501-ES-83
Pub Date—Jun 83
Contract—400-82-0021
Note—13p; For the full report, see CS 007 428.

Pub Type—Opinion Papers (120) — Information Analyses (070) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, Communication Skills, *Computer Assisted Instruction, *Computer Programs, Cooperation, Educational Innovation, Educational Objectives, Evaluation Criteria, Incentives, *Program Development, *Reading Instruction, Reading Skills, *School Business Relationship, Speech Communication, Teacher Role, *Writing Instruction, Writing Skills
More effective reading, writing, and communication courseware can be promoted through clearer guidelines in courseware development, stronger incentives for courseware developers, and greater motivation for teachers to seek out and use the courseware. In reading and writing, software guidelines must reflect traditional instructional objectives or functional domains—needed information processing skills, and courseware implications. Incentives for developers include assurance of a large and stable educational market and more effective measures to control software piracy. Teacher resistance, a major obstacle to the successful implementation of computer assisted instruction, can be countered through improved teacher training, inclusion of positive teacher roles in the lessons, user friendly materials, and the establishment of courseware evaluation standards. Recommendations for software developers, schools, and state and federal policy makers include creating computer literacy standards in preservice teacher education; establishing local teams of teachers, programmers, publishers, and researchers to generate high quality courseware; and promoting strong school positions against software piracy. (MM)

ED 240 499 CS 007 428

Russ-Eft, Darlene F. McLaughlin, Donald H.
Ideas for Reading and Writing Courseware: Needs and Development Opportunities for Educational Computer Software—Reading, Writing, and Communication Skills.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—AIR-26501-FR-83
Pub Date—Jun 83
Contract—400-82-0021
Note—155p; For the executive summary, see CS 007 427. Appendix C may be marginally legible.
Pub Type—Opinion Papers (120) — Information Analyses (070) — Reports - Evaluative (142)
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Academic Standards, *Communication Skills, *Computer Assisted Instruction, *Computer Programs, Cooperation, Educational Innovation, Educational Objectives, Evaluation Criteria, Incentives, *Program Development, Reading Instruction, Reading Skills, *School Business Relationship, Speech Communication, Teacher Role, Writing Instruction, Writing Skills
The product of a comprehensive project aimed at identifying reading, writing, and communication courseware needs, this report first discusses the benefits of computer assisted instruction and obstacles to its implementation in the communications area. It then describes procedures used to gather information and presents a detailed review of the study's results. The report suggests that progress in reading, writing, and communication courseware will be facilitated by clearer guidelines for the design of good courseware, increased incentives for software development, and stronger motivations for teachers to seek out and use the courseware. After discussing these three points, the report makes recommendations concerning the roles of the federal and state governments, the local community, and business and industry in supporting research and development of high quality courseware, in ensuring that teachers can use these materials effectively, and in developing adequate standards for evaluating computer software. Its appendices include a partial list of study participants, a classification of courseware according to the language skills area, a school microevaluation form, and sample evaluation questions. (MM)

ED 240 500 CS 007 453

Mikulecky, Larry
Developing Job Literacy Training Programs for Business and Industry: A Case Study of Literacy Training to Prepare CETA Eligible Workers as Competitive Word-Processor Operators.
Pub Date—1 Dec 83

Note—13p; Paper presented at the Annual Meeting of the National Reading Conference (33rd, Austin, TX, November 29-December 3, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business Correspondence, Business Education, Business Skills, Education Work Relationship, *Job Skills, *Job Training, *Literacy, Program Descriptions, *Program Effectiveness, Training Methods, Vocational Education, *Word Processing

Identifiers—Comprehensive Employment and Training Act, *Job Literacy

A Chicago area private consulting firm worked in cooperation with the Comprehensive Employment and Training Act (CETA) program to train applicants in word processing operations. Careful task analyses of on-the-job word processing were used to develop a curriculum based on realistic goals and expectations. Small groups of CETA eligible applicants received information on word processing careers and on the training program, as well as some "hands on" experience with the equipment and the kind of work that would be required. Interested applicants were then screened through a series of comprehension and literacy tests. One hundred trainees were selected to enter the program in three groups—approximately 70% female, 30% male, 80% black, and all between the ages of 22 and 44. Trainees were paid to attend 40 hours of training per week in language skills, typing and word processing, work habits, and individual study time. Specialists in word processing, reading, and business planned assignments integrating language and machine skills, and provided classwork simulating actual job demands. The average time needed for the trainees to reach the preset standard was 20 weeks, with a few requiring only 14 weeks and a few as many as 28. The principles behind the success of this program include (1) application level reading and problem solving tasks, (2) materials and performance criteria reflecting real world expectations, (3) maximum student time-on-task, and (4) screening applicants to select those most likely to benefit from the program.(HTH)

ED 240 501

CS 007 456

Geller, Linda Gibson

Steps in the Child's Grasp of Ambiguities through Word Play.

Pub Date—29 Apr 82

Note—38p; Expanded version of a paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, *Child Development, *Cognitive Processes, Elementary Education, *Figurative Language, *Language Research, Language Skills, Language Usage, Phoneme Grapheme Correspondence, Reading Comprehension, *Semantics

Identifiers—*Lexical Ambiguity, *Word Games

A study examined the differences in the appreciation of language ambiguity as represented in the word play of children aged 6 through 11 years. In six weekly play sessions, students were read stories containing many lexical ambiguities and pictures and were invited to verbalize and to draw similar ambiguities. Criteria necessary to the construction of an adequate response were the definition of two incongruously related meanings for a single phonetic sequence and the juxtaposition of these meanings in words and pictures to suggest that each is a legitimate interpretation of the other. The results indicated that appreciation of ambiguity in this age range develops from a clarification of sound/meaning relations of potentially ambiguous words or phrases to the exploitation of these relations through play. Moreover, in later years the shift to play with ambiguities represented by literal interpretations of figurative expressions has implications for children's development of metaphorical competencies. Finally, the study's design suggests that word play is a potential contributor to program development in language education. (Several drawings produced by the subjects are appended.) (HTH)

ED 240 502

CS 007 460

Mangano, Nancy G.

The Effects of Teacher Explanation and Questioning Patterns on Fourth Grade Students during Basal Reading Instruction.

Pub Date—Dec 83

Note—18p; Paper presented at the Annual Meeting of the National Reading Conference (33rd, Austin, TX, November 29-December 3, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basal Reading, *Classroom Communication, Feedback, Grade 4, Intermediate Grades, *Questioning Techniques, *Reading Instruction, *Reading Research, *Student Reaction, *Teacher Effectiveness, Teacher Response, Teacher Role

A study examined the questioning behavior of teachers following the reading of a basal reader story. The four teachers who served as subjects were chosen from a pool of 18 fourth grade teachers, and were selected because their classes produced the two highest and two lowest mean scores on a standardized reading comprehension measure. Each classroom was audiotaped three times and the tapes were analyzed for questioning behavior exhibited by the teacher and for student behavior when responding. A quantitative analysis of the results revealed that students in the high mean (HM) groups tended to ask fewer questions per session and fewer different questions than did low mean (LM) group students; however, the HM teachers asked more text-based questions than did LM teachers. Both HM and LM teachers incorporated reader-based questions into their lessons, with the HM teachers asking more reader-based questions that were related to the text and the LM teachers deviating from the text during such questioning. In addition, the LM teachers used more questions relating to management, student responses, and other language arts subjects than did HM teachers. Qualitative analysis of data showed that effective teacher questioning (1) focuses on depth rather than breadth of response, (2) is explicit, (3) reflects cohesiveness within multiple question asking as well as throughout the questioning period, and (4) clarifies misconceptions following incorrect responses. (FL)

ED 240 503

CS 007 463

Phelps, Stephen

Strategic Activity in Story Comprehension at Two Levels of Reader Proficiency.

Pub Date—2 Dec 83

Note—15p; Paper presented at the Annual Meeting of the National Reading Conference (33rd, Austin, TX, November 29-December 3, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, *Basal Reading, Comparative Analysis, Grade 4, Grade 6, Intermediate Grades, Learning Strategies, Metacognition, *Reader Response, *Reading Comprehension, Reading Habits, *Reading Research, *Reading Strategies

Identifiers—*Comprehension Monitoring

To investigate the higher level comprehension strategies used by children reading basal reader stories, a study compared the results of an earlier investigation of 50 fourth grade level readers' comprehension strategies with findings gained from 30 subjects using a sixth grade basal reader. Subjects were asked to read aloud from a basal and stop after each sentence to tell what they had been thinking or doing while reading the material. Results showed that similar strategies were used at both reading levels. Inference, personal identification, reference to previous experience, image, evaluation, stated failure to understand, hypothesis, and self-correction were used in both samples, while self-interrogation, back reference, and definition were found among the younger group. An analysis of the responses showed considerable variability in the strategies students chose. Strategy use appeared to vary more as a function of individual reader preference and text than of developmental stage or reader proficiency. (MM)

ED 240 504

CS 007 469

Hollingsworth, Sandra

Decoding Acquisition: A Study of First Grade Readers.

Pub Date—83

Note—20p; Paper presented at the Annual Meeting of the National Reading Conference (33rd, Austin, TX, November 29-December 3, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Aptitude, Age, *Decoding

(Reading), Grade 1, Learning Strategies, Phonemes, *Predictor Variables, Primary Education, *Reading Ability, Reading Comprehension, Reading Instruction, Reading Materials, Reading Readiness, *Reading Research, *Reading Skills, Sex, *Student Characteristics, Textbook Evaluation

Identifiers—*Phonemic Awareness

To determine the factors accounting for children's growth in decoding skill, a study examined school entering characteristics—age, sex, ethnicity, and developmental abilities and school-influenced skills and characteristics—phonemic awareness, letter-name knowledge, basal text, and place in series—of approximately 100 grade one students. Decoding ability was measured by asking the children to read regular or decodable but nonsense words. Intercorrelation analysis of the variables and student performance on three administrations of the decoding test revealed that age and sex were not significant factors in decoding ability, but that language and auditory readiness skills as measured by the Metropolitan Readiness Tests—and all school-influenced variables were significant, with phonemic awareness showing the greatest predictive value. Children with strong phonemic awareness, whether at, above, or below grade level in reading ability, generally performed best on the third decoding measure, although 15 students with above-average phonemic awareness did have below-average scores. Those findings indicated that phonemic awareness is a necessary but not sufficient prerequisite for learning decoding skills. Other factors might be the need to read decodable words in text and the ability to reason and form generalizations. (Extensive tables of test results are included.) (MM)

ED 240 505

CS 007 472

Powell, William R.

Mediated (Emergent) Reading Levels: The Construct.

Pub Date—83

Note—13p; Paper presented at the Annual Meeting of the National Reading Conference (33rd, Austin, TX, November 29-December 3, 1983).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Innovation, Elementary Education, Readability, *Reading Achievement, *Reading Diagnosis, *Reading Tests, *Student Evaluation, *Student Teacher Relationship

Identifiers—*Emergent Reading Level

Theory indicates that a fourth, the emergent, reading level may be even more important in understanding the process of reading development than the three previously designated levels: the independent level, at which students have no difficulty reading on their own; the instructional level, at which students need assistance; and the frustration level, at which students cannot gain information from the material even with assistance. The emergent level is the level of highest performance within the zone of proximal development, the area created by the difference between students' unaided performance and the level that could be achieved with aid. To determine students' emergent reading levels, dynamic reading assessment sessions rather than static testing procedures must be used. The level at which students gain information with assistance can be established if teachers provide needed demonstrations, modeling, and coaching during the evaluation session. With adult mediation, students are more likely to be placed at the reading level where growth takes place. (MM)

ED 240 506

CS 007 485

Green, Georgia M.

Some Remarks on How Words Mean. Technical Report No. 307.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 84

Contract—400-76-0116

Note—49p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Definitions, *Diachronic Linguistics, Etymology, Language Classification, Language Role, Language Universals, *Linguistic Theory, *Semantics

Identifiers—Rigid Designators

Most of the ordinary words in a language do not mean; rather, they act as rigid designators, referring to the same object in all possible worlds in which the object exists. Most words are names that are used as rigid designators of kinds—natural kinds (species, genre, and so forth), artifacts, physical and social magnitudes, and sorts of activities, states, properties, situations, and events. As they designate kinds, it does not make sense to speak of them as having senses or meanings. Although it is appropriate to say that some words (e.g., orphan, kill, or pediatrician) have a sense of meaning that might change with time, kind-name references change, apparently, because the kind has changed, not the term. A few words seem to lack not only sense, but also reference. Some (e.g., all or and) have this property because they are syncategorematic, but contribute to the semantics of an expression according to logical rules. Others (e.g., yikes, damn, or the) do not contribute to the sense at all, but only to the pragmatics, that is what is to be inferred from what was said by reference to the conditions governing the use of such words. It is therefore folly to assume that the reference of most words is determined by their sense of intention. (HOD)

ED 240 507 CS 007 487

Rembold, Karen L. Yussen, Steven R.
Identifying Main Ideas in Picture Stories and Text.

Wisconsin Center for Education Research, Madison.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—[83]

Grant—NIE-G-81-0009

Note—33p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Age Differences, *Cognitive Processes, Developmental Stages, Educational Research, Elementary Education, *Language Processing, *Reading Comprehension, *Reading Research, Visual Literacy, Visual Perception

Identifiers—*Main Idea, *Picture Stories

A developmental study investigated the pictorial and linguistic main idea identification skills of 104 students in second, fifth, and eighth grades. In the pictorial task, the subjects studied a complete picture story and ranked the effectiveness of four separate main idea alternatives at capturing the meaning of the story. Following the same procedures with a verbal story, subjects chose the most appropriate sentence alternative. The second and fifth grade students performed the tasks individually, and the eighth graders performed them in small groups. Compared with similar studies of adult subjects, the results of the verbal task indicated that children had more difficulty distinguishing between important superordinate and subordinate statements in a main idea identification task than did older students. They also indicated that 11 of the elementary school students had more difficulty distinguishing between subordinate action statements and subordinate setting statements than did adults, although older students appeared better at it than younger ones. The results of the pictorial task indicated that elementary school children of all ages had more difficulty distinguishing between important superordinate and subordinate statements than did adults, with the older students more proficient than the younger ones. These results suggest that both similarities and differences may exist between the processes of verbal and pictorial main idea identification. (HTH)

ED 240 508 CS 007 492

Lindeman, Mary L.
An Investigation of Eye Movement Patterns in Relation to Cognitive Mapping Style.

Pub Date—Oct 81

Note—26p.; Paper presented at the Annual Meeting of the Texas Personnel and Guidance Association (Corpus Christi, TX, October 1981).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, *Auditory Perception, Cognitive Processes, *Cognitive Style, *Eye Movements, Higher Education, *Learning Modalities, Measurement Techniques, Predictive Validity, *Reading Research, Research Methodology, *Visual Perception

Identifiers—*Cognitive Mapping, Cognitive Style Mapping Instrument

A study was conducted to determine the degree of

relationship between eye movement patterns and cognitive mapping as determined by the Cognitive Style Mapping Instrument (CSMI). It was hypothesized that a high correlation exists between a predominance of visual and auditory eye movement patterns and the visual and auditory cognitive mapping styles determined by the CSMI—visual language (VL), auditory language (AL), and auditory quantitative (AQ) scores. Subjects were 20 students, staff members, or alumni of a large southwestern university. Each completed the CSMI and an individual interview in which they were asked to perform a memorization task by means of a tape recorded message and a written handout. The results of a discriminant analysis procedure were significant at the .095 level of confidence. The findings indicated that AL was the best predictor of visual eye movements, and that the CSMI measured learning modalities the subject was aware of and could report on, whereas eye movements often measured what the subject was not consciously aware of—often different modalities. (Appendix contains a discussion of information processing and cognitive style, the reading passage, and the instructions for the tape recorded message used in the study.) (Author/FL)

ED 240 509 CS 007 495

Liebling, Cheryl Rappaport
Creating the Classroom's Communicative Context: How Parents, Teachers, and Microcomputers Can Help. Reading Education Report No. 47.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—Department of Education, Washington, DC; National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 84

Contract—300-81-0314; 400-81-0030

Note—32p.

Pub Type—Opinion Papers (120)—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Language, *Classroom Communication, *Computer Assisted Instruction, Computer Oriented Programs, Computer Programs, Elementary Secondary Education, English Instruction, Family Environment, Integrated Activities, *Language Enrichment, *Microcomputers, *Parent Influence, *Writing Instruction

Identifiers—*Reading Writing Relationship

The home's supportive setting, which has the potential to encourage children to share their thoughts and feelings through spoken language, is the basis of the home's strength as a communicative context. Teachers can help extend this sharing of meaning by creating classroom environments in which written language experiences and microcomputer-based writing and reading activities are surrounded by familiar spoken language. One example of interactive software, Story Maker, enhances the classroom's communicative context by helping children concentrate on the structure and content of narratives rather than on the mechanical aspects of writing. A child using Story Maker has an opportunity to simultaneously play the roles of writer and reader as stories are created from structural branches of a story tree. A second example of interactive software, QUILL, provides activities that encompass the prewriting/planning, composing/drafting, revising/editing, and publishing components of the writing process. Another type of communicative environment can be created by electronic mail systems in which children must attend to their audience by sending messages to peers and adults. Revisions of messages occur with the help of a child-oriented text editor. Parent-child dialogue, integrated spoken and written language experiences at school, and the inclusion of interactive microcomputer activities within the classroom all contribute to the creation of meaningful communicative contexts. (HOD)

ED 240 510 CS 007 496

Armbruster, Bonnie B. Anderson, Thomas H.
Producing "Conscientious" Expository Text: or Easy Reading is Damned Hard Writing. Reading Education Report No. 46.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 84

Contract—400-81-0030

Note—66p.

Pub Type—Reports - Evaluative (142)—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Coherence, Content Area Reading, Content Area Writing, *Expository Writing, *Readability, *Reading Research, Revolutionary War (United States), Rhetorical Criticism, Secondary Education, Textbook Evaluation, *Textbook Preparation, *United States History, Writing Evaluation

Identifiers—*Reader Text Relationship, *Text Structure

In an investigation of the characteristics of "considerate" text, defined as informative, content area text that promotes student comprehension, learning and remembering, this report presents a prototypical chapter of considerate text on American history following the Revolutionary War and a commentary on the writing. Beginning with the commentary, the report first briefly presents a rationale for the topic and identifies the audience—grade 11 students. Stating that theory and research both point out the importance of text coherence in promoting reader comprehension, the report then describes strategies used to develop global, or overall, coherence in the chapter: creating a clear, defensible structure for the text (in this case, goal-action-outcome frames); using an introduction, headings, subheadings, and tables to emphasize the text's organization and content; and relegating the information that might detract from global coherence to an inconspicuous place in the text. To increase local, or phrase, clause and sentence coherence, the chapter uses cohesive ties such as pronoun reference, substitution, and conjunctions or connectives. The second part of the report includes the actual chapter of history text and concludes with reactions by three educators. (MM)

ED 240 511 CS 007 497

Armbruster, Bonnie B. And Others

What Did You Mean by That Question? A Taxonomy of American History Questions. Technical Report No. 308.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 84

Contract—400-81-0030

Note—70p.

Pub Type—Reference Materials (130)—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Classification, *Content Analysis, Content Area Reading, Intermediate Grades, *Questioning Techniques, Reading Comprehension, Reading Instruction, *Reading Research, *Study Skills, Textbook Content, *United States History

The lack of systematic instruction in understanding and answering questions prompted the development of a taxonomy of 300 American history questions sampled from four current and commonly used intermediate grade level history textbooks. Each category of the classification includes a description of the information the question type provides the respondent and the information required in the response. The description is followed by a few representative questions in the interrogative form and a description also includes a target question, an excerpt of text that contains information needed to answer the question, a general format for answers to the question type, and an instantiation of the general format with the answer to the target question. Categories of question types include time, location, quantity, name, concept identification, explanation, description, and comparison. The taxonomy is followed by discussions on the profile of question types; the difficulty of answering questions; lexical, syntactic, and logical structures in questions; the complexity of the concepts contained in questions; the complexity of the relationships linking concepts; the availability of answers in text materials; textual clarity; requirements for answering questions; and student characteristics. (HOD)

ED 240 512 CS 007 499

Allen, JoBeth
Inference: A Research Review.

Pub Date—[80]

Note—31p.

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Age Differences, *Cognitive Development, *Cognitive Processes, Literature Reviews, Reading Ability, *Reading Comprehension, *Reading Research, *Reading Skills, Research Methodology

Identifiers—*Inferences, Theory Development
 Since E.L. Thorndike's landmark 1917 study of the complexity of reading comprehension, inferential research has generally focused on either inference as a developmental process or the nature of inferences made during reading. In his 1930 study, R. W. Tyler established that inference could be objectively measured. S. G. Paris conducted several studies in the 1970s showing that readers' age and ability level influenced their inferring skills, and indicating that young children are capable of producing inferences but usually do not do so spontaneously. Examinations of the nature of inferences have not been as conclusive as developmental studies. E. T. Goetz's 1977 study of high school students found no main effects for the importance or salience of the reading material. A 1979 study by P. D. Pearson, J. Hansen, and C. Gordon revealed that prior knowledge has a simple effect for inferable questions but no effect for explicitly stated questions. In a major contribution on the nature of inferring, R. Tierney, C. A. Bridge, and M. Cera discovered that good readers made more causal and conditional connections between propositions while poor readers more often overgeneralized. One point of unanimity in reading research is that inferential ability is vital to mature readers. (MM)

ED 240 513 CS 007 503
 Henk, William A.

The Specification of High Frequency Words as a Function of Word Shape and Contextual Restriction.

Pub Date—5 Jan 84

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cloze Procedure, *Context Clues, Higher Education, Reading Comprehension, *Reading Research, Vocabulary Development, *Word Frequency, *Word Recognition, Word Study Skills

Identifiers—*Word Length, *Word Shape

A study investigated the hypothesis that high frequency words can be effectively specified when word shape data are combined with available contextual clues. To test this hypothesis, an augmented contextual restriction task similar to one used by R. N. and L. R. Haber was employed. The task differed in terms of increased passage difficulty and the provision of length alternatives. Subjects, 20 college students, rated the appropriateness of each alternative word choice for each of 46 items. They were told to circle all of the words from the total list of alternatives that could be used to construct a reasonable sentence in English, then to underline the single word that they felt had been actually used in the reading passage. Results showed that while word shape exerted significantly more constraint than word length, word length still contributed markedly to high frequency word specification. (Excerpts from the restriction task are appended. (Author/FL)

ED 240 514 CS 007 504
 Broening, Elise H.

Fostering Positive Readers and Thinkers from Negative Students.

Pub Date—Nov 83

Note—9p.; Paper presented at the Annual Meeting of the New York State Reading Association State-wide Conference (17th, Kiamasha Lake, NY, November 8-13, 1983).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Development, Creative Thinking, English Instruction, Enrichment Activities, *Literature Appreciation, *Low Achievement, *Motivation Techniques, *Paperback Books, Reading Comprehension, Reading Skills, Resource Materials, Secondary Education, *Student Attitudes, *Student Improvement, Study Guides, Teaching Methods, Writing Improvement

A literature teacher used high interest paperback books to develop the educational skills and improve the attitudes of unmotivated students. By introducing new books with guides stressing personal reasoning and values clarification over correct answers, the teacher helped build students' confidence in

their own thinking ability. She pushed students to recognize relationships in print through further study guides and increased student interest with enrichment activities. When reading "Secrets of the Shopping Mall," for example, students studied the feasibility of teenagers being able to survive undetected in their own local mall. The instructor guided students through composition assignments with carefully considered prewriting exercises. Relying heavily on peer tutoring, group work, and school resources, and permitting oral or taped as well as written reports, the teacher developed a course that made reluctant students into more interested readers, thinkers, and writers. (MM)

ED 240 515 CS 007 505
 Allen, JoBeth

Inferential Comprehension: The Effects of Text Source, Decoding Ability, and Mode.

Pub Date—5 May 83

Note—31p.; Paper presented at the Annual Meeting of the International Reading Association (28th, Anaheim, CA, May 2-6, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Aptitude, Cognitive Processes, Decoding (Reading), *Language Experience Approach, Primary Education, *Reading Comprehension, *Reading Research, *Reading Skills

Identifiers—*Inferences, *Reader Text Relationship

First, second, and third grade students were asked to draw inferences after reading stories written by themselves, by peers, and by adults. The 70 subjects were divided into groups of slow-inaccurate, slow-accurate, and fast-accurate readers. After reading each type of story, they responded to six questions requiring text-based inferences. Analysis of both the number of correct responses and the number of erroneous inferences revealed significant decoding ability by story-source interactions. Fast-accurate readers showed similar inferential abilities across all stories, whereas slow-inaccurate readers showed significant story-source effects and slow-accurate readers showed an intermediate trend. All readers demonstrated equivalent inferential abilities for their own stories, but the less skilled readers showed increasing deficits in correct inference making for stories written by peers and adults. There were no significant differences for silent or oral reading conditions. (Author/FL)

ED 240 516 CS 007 506
 Rubin, Andee Bruce, Bertram

QUILL Reading and Writing with a Microcomputer. Reading Education Report No. 48.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—Department of Education, Washington, DC; National Inst. of Education (ED), Washington, DC.

Pub Date—Feb 84

Contract—300-81-00314; 400-81-0030

Note—44p.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Programs, Curriculum Development, Elementary Education, English Curriculum, Intermediate Grades, Language Arts, *Microcomputers, *Reading Instruction, Student Educational Objectives, Writing Exercises, *Writing Instruction, Writing Processes

Identifiers—Reading Writing Relationship

Most educational computer software currently available severely restricts the kinds of interaction that can take place between the student and the computer. In fact, an examination of 317 language arts programs listed in a directory of educational software shows that 60% of the programs were of the drill and practice type. In response to this problem, a microcomputer-based writing curriculum was developed for upper elementary students. Entitled QUILL, the curriculum consists of six programs, each of which addresses a pedagogical goal in the teaching of writing. The first program, Planner, helps children to develop planning and critical thinking skills by encouraging children to take notes, write down ideas, and structure thoughts that will later develop into a piece of writing. The second goal of reading and writing integration is incorpo-

rated into the program called Library. With this program students can enter text, assign keywords, and read each other's texts. The program Publisher facilitates the third goal of making writing public by formatting written text for publication. The fourth goal, to support meaningful communication with real audiences, is handled by the electronic message systems or Mailbag. Story Maker, a story construction program, supports the fifth goal of writing with and for peers. Finally, the sixth goal of revision is facilitated by the Writer's Assistant, a text editor that helps with spelling, punctuation, and subject-verb agreement. (HOD)

ED 240 517 CS 007 507
 Jacobowitz, Tina Haupt, Edward J.

Retrieval Speed in Reading Comprehension: Failure to Generalize.

Pub Date—83

Note—14p.; Paper presented at the Annual Meeting of the National Reading Conference (33rd, Austin, TX, November 29-December 3, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Higher Education, Long Term Memory, Measurement Techniques, Predictive Measurement, *Predictive Validity, *Reading Comprehension, Reading Research, *Recall (Psychology), *Research Methodology, Test Reviews, Test Validity, Time Factors (Learning)

Identifiers—Comprehension Tests, *Posner Task, *Retrieval (Memory)

To determine whether the Posner task, which measures the speed at which information is retrieved from the long term memory, improves prediction of reading comprehension, 121 students from reading and study skills and teacher education courses were administered the Posner task and listening comprehension, reading comprehension, and SAT verbal tests. For the Posner task, students were asked to identify pairs of letters as identical, related, or dissimilar. A comparison of test results indicated that findings from the Posner task cannot be generalized to all reading tests. The retrieval speed measure appeared to add to the prediction of reading comprehension only when the reading measure was closely matched to that of listening comprehension. The varying correlations among the reading comprehension measures suggested that different reading tests tapped different verbal and visual processes. While the Posner task was not always useful in improving prediction of reading comprehension, it does contribute to current efforts to design and develop information processing measurements related to reading comprehension. (Tables of correlation results are included.) (MM)

ED 240 518 CS 007 508
 Allen, JoBeth

Theoretical Models of Reading: Implications for the Beginning Reader.

Pub Date—[83]

Note—14p.

Pub Type—Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basal Reading, *Beginning Reading, Case Studies, Context Clues, Language Experience Approach, *Learning Theories, Miscue Analysis, *Models, Phonics, Primary Education, Reading Comprehension, *Reading Instruction, Reading Research, *Reading Skills, *Reading Strategies, Teaching Methods

To provide the most effective instruction, materials, and support for beginning readers, teachers need to know if young children are more likely to process from print to meaning—bottom-up or text-driven processing—or to interpret print to follow meaning-top-down or concept-driven processing. While some studies reveal a correlation between beginning reading instruction and reading strategies used by students, others indicate that, irrespective of the strategies taught, good readers combine top-down and bottom-up processing. In a case study focusing on reading development, a four-year-old child learned to read from the words and meaning in her own repertoire. Miscue analysis of her tape-recorded reading of basal texts showed that she was processing unfamiliar texts using an effective interaction of concept-driven and text-driven strategies. The study suggested that if children are too dependent either on expectations they bring to the text or

on print as the sole source of meaning, they will be poorly equipped to handle the complexities of unfamiliar passages. Teachers therefore need to make children aware of the different reading strategies available to them. (MM)

ED 240 519 CS 007 509

Varnhagen, Connie K. Goldman, Susan R.
Causal Structure Instruction and Story Comprehension for Mildly Handicapped Children.
Pub Date—Dec 83

Note—18p.; Paper presented at the Annual Meeting of the National Reading Conference (33rd, Austin, TX, November 29-December 3, 1983).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Abstract Reasoning, Child Language, *Cognitive Processes, Elementary Education, *Language Acquisition, Language Handicaps, Problem Solving, *Reading Comprehension, Reading Difficulties, Reading Improvement, *Reading Instruction, Reading Programs, Reading Research

Identifiers—*Cause Effect Relationship, *Language Delayed

Hypothesizing that severely language delayed children lack sufficient understanding of causal structure to comprehend stories, a reading program concentrated on developing the causal reasoning of 10 children between the ages of 10 and 12 with a verbal intelligence quotient two to three years below average. Instructional activities in the eight-week program stressed (1) identifying story information categories and causal relationships in simple and more complex stories, (2) completing macro-closure exercises, (3) creating story trees or graphs, and (4) initiating and responding to inferential questions about causal relationships in stories. Comparing the instructional group's pretest and posttest causal reasoning and recall scores with those of six students of similar age and aptitude indicated that the instructional group did make progress but that the progress varied across tasks and across children. The results showed no significant improvement in student recall. The data demonstrated the importance of matching the instruction to children's readiness level and indicated that global effects of new instruction are unlikely. It also indicated that causal relationships among elements within and between story episodes are important aspects of reading skill. (Extensive tables are appended.) (MM)

ED 240 520 CS 007 510

Manzo, Anthony V.
Toward a Core Curriculum for Reading Education.
Pub Date—Dec 83

Note—12p.; Paper presented at the Annual Meeting of the American Reading Forum (4th, Sarasota, FL, December 8-10, 1983).
Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bibliographies, *Core Curriculum, Curriculum Development, Graduate Study, Higher Education, Information Dissemination, Literature Reviews, Publications, *Reading Instruction, *Reading Research, *Teacher Education

Because the core curriculum for reading education evolved in an unsystematic manner, it has no "official sanction" and is thus very difficult to challenge or to supplement. The traditional "publish and wait" means of challenging existing conventions or submitting alternative propositions has changed without notice, largely due to increased political activism and information inflation. One approach to combating these two factors is to establish a core literature that would provide a body of commonly known facts that could be alluded to in discourse among members of the field. Developing a core literature would necessarily involve ranking the most frequently cited articles, studies, and books; critically annotating the most highly ranked citations; and maintaining a committee responsible for recommendations and revisions. The list developed by Nancy Wilcox contains 43 ranked citations, but none of the logical refinements to which this list lends itself diminishes the value of a departmentally sanctioned list. A sanctioned core literature would be very much like a "controlled substance" in pharmacy; it could be powerful when appropriately governed and used by ethical, well trained, practicing professionals, although dangerous where any one of these elements were absent. The Wilcox list is appended. (HTH)

ED 240 521 CS 007 512

Gerhard, Christian
Meeting Students' Need to Understand Structure in Expository Text.

Pub Date—Jul 83

Note—28p.; Paper presented at the Annual Meeting of the United Kingdom Reading Association (Worcester, England, July 25-29, 1983).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Classification, Cognitive Processes, Content Area Reading, *Reading Comprehension, *Reading Instruction, Relationship, Schemata (Cognition), Secondary Education, Skill Development, Teaching Methods, Vertical Organization

Identifiers—Expository Text, *Reader Text Relationship, *Text Structure, Visual Cues

The intended significance of text conventions must be understood if reasonably convergent text interpretation is to occur. If students can learn to recognize structural cues or signals, then they can group words into units with particular inner relationships. Expository text comprehension consists of integrating at least three structures: the written text, the concepts underlying the text, and the concepts or schemata already in the mind of the reader to which unfamiliar ideas can be related. These three structures are related through the categorizing process, which, in expository text, usually takes the classical form. This form defines attributes and sees items in a group as equivalent in some way. This implies the need to bring into the students' consciousness range their own strength as categorizers in daily life, and then help them use this ability to perceive categories in text. Expository text as a hierarchy is visually signalled by such devices as headings, typefaces, and spacing on the page, as well as by punctuation and by relation and transitions words. A plan encouraging the automatic search for structure when reading involves presenting students with a text page typed only with "Xs," relating it to known conventions of expository text, and showing how to predict text from headings. (HTH)

ED 240 522 CS 007 513

Rauch, Margaret
Using Computer Assisted Instruction in a Reading and Study Skills Course.

Pub Date—28 Oct 83

Note—16p.; Paper presented at the Annual Meeting of the North Central Reading Association (Minneapolis, MN, October 28-29, 1983).

Pub Type—Reports - Descriptive (141)—Guides - Classroom - Teacher (052)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, *Computer Assisted Instruction, *Computer Programs, Higher Education, Independent Study, Reading Comprehension, *Reading Skills, *Study Skills, Teaching Methods, *Test Wiseness

Test wiseness programs and computer assisted study skills instruction (CASSI) were found to be valuable resources for college reading and study skills instructors and students at St. Cloud State University (Minnesota). Two booklets on test wiseness cues were reorganized and used as computer programs to allow the information to be presented outside class time, to encourage student involvement in the exercise, and to provide more variety in the instructional format. Written in an outline format, the first program explained each test wiseness cue and followed it with test items. A second program was added that included more cues and forced students to indicate the principle they were using to answer test questions. The CASSI program, which was included as an independent study module to the reading and study skills course, contained 12 lessons: (1) introduction to study skills, (2) motivation and achievement, (3) time management, (4) reading textbooks, (5) effective note taking, (6) concentration, (7) improving the memory, (8) procrastination, (9) studying for exams, (10) taking exams, (11) reducing test anxiety, and (12) writing papers. (Instructions for using CASSI are appended.) (MM)

ED 240 523 CS 007 514

Chabe, Alexander M.
The Russian Reading Program: A Re-examination.
Pub Date—10 Nov 83

Note—37p.; Paper presented at the Annual Meeting of the New York State Reading Association (17th, Kiamasha Lake, NY, November 8-13,

1983).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Design, Educational Objectives, Elementary Secondary Education, Foreign Countries, Literature Appreciation, Program Descriptions, *Program Evaluation, *Reading Achievement, *Reading Instruction, *Reading Materials, *Reading Programs, Teaching Methods

Identifiers—*Soviet Education, *USSR

An examination of the Russian reading program, this report first describes the nature of American interest in Soviet education. Sections 3, 4, and 5 then present overviews of the Soviet cultural context, the structure of the Russian language, and the organization of the Soviet school system. Section 6 discusses the course of language study from grade 1 through grade 10, and section 7 suggests that Soviet teaching methods are guided by efforts to consolidate and test knowledge and to promote practical skills and habits. In discussing the theoretical and methodological foundations of reading instruction, section 8 indicates the importance of phonetic analysis in elementary school reading and writing instruction. Section 9 advances the view that the goal of the Soviet reading program is to create talented readers, and sections 10 and 11 present Soviet instructional strategies for teaching reading and describe the bukvar, or Russian primer. Section 12 examines the literature and grammar texts in the system and section 13 attempts to evaluate the reading achievement of Soviet students. In the final 2 sections it is concluded that Soviet schools offer children quality education, and that schools in the United States cannot afford to offer their students any less. (MM)

ED 240 524 CS 007 515

Omanson, Richard C. Formosa, Martha J.
An Analysis of Narratives: Scoring Manual.
Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (ED), Washington, DC

Report No.—LRDC-1983/17

Pub Date—83

Note—106p.

Pub Type—Reports - Research (143)—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Content Analysis, Narration, Reading Comprehension, Reading Research, *Research Methodology, *Structural Analysis (Linguistics)

Contributing to current research in narrative comprehension, this booklet describes three steps in content analysis of texts: dividing text into content units, identifying the connections between each content unit, and classifying each content unit as central, supportive, or distracting. The first section of the report presents an overview of the materials covered, the second section discusses the procedure for dividing text into content units, and the third section outlines the method of identifying relationships. The fourth section examines additional complexities in identifying these relationships and the fifth describes the procedure for classifying content units. The sixth section discusses an additional step in content analysis—distinguishing between content subunits that describe the gist of an event or state or that further modify the content unit. The final section presents an extended example of the entire analysis. (MM)

ED 240 525 CS 007 516

Guthrie, John T., Ed.
Responding to "A Nation at Risk": Appraisal and Policy Guidelines.

International Reading Association, Newark, Del.
Pub Date—[83]

Note—24p.

Available from—International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (\$2.00).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Content, *Curriculum Development, *Educational Objectives, *Educational Policy, Elementary Secondary Education, English Instruction, *Language Arts, Literacy Education, Parent Participation, Reading Instruction, Reading Research, Study Skills, Teacher Effectiveness, Textbook Evaluation, Writing Instruction

Identifiers—National Commission on Excellence in Education

Intended to assist educational leaders by identifying recommendations from the report, "A Nation at Risk," that are relevant to reading and literacy and by suggesting instructional guidelines consistent with both the report and current reading research, this booklet presents policy guidelines in the following areas: (1) literacy processes, (2) curriculum content, (3) teacher effectiveness, (4) textbook quality, and (5) parent involvement. The first section discusses instructional objectives for reading, writing, and study skills while the second briefly touches on methods of implementing English instruction, reading across the curriculum, and the United States' literary heritage. The third section examines the impact of time use, organization, and teacher preparation on teacher effectiveness, and the fourth considers the selection and use of textbooks. The final section discusses the importance of parental involvement in children's education. (MM)

ED 240 526 CS 007 517
Snow, David

Instructional Implications of Inquiry in Reading Comprehension.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—SWRL-TN-2-82/26
Pub Date—15 Sep 83

Note—50p.; Paper 2 in SWRL-TN-2-82/26 and was previously announced separately as ED 223 987.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Decoding (Reading), Elementary Education, Guidelines, *Phrase Structure, *Reading Comprehension, *Reading Difficulties, *Reading Instruction, *Reading Research, *Reading Skills, Remedial Reading, *Sentence Structure, *Word Recognition

Identifiers—Inference Skills, Parsing, *Text Structure

A contract deliverable on the NIE Communication Skills Project, this report consists of three separate documents describing the instructional implications of the analytic and empirical work carried out for the "Classroom Instruction in Reading Comprehension" part of the project: (1) Guidelines for Phrasal Segmentation; (2) Parsing Tasks in Reading Comprehension Research; (3) Reading Comprehension: Definitions and Instructional Methods. All three papers are designed to give practical guidelines to teachers or training personnel in the use of innovative instructional methods helpful for poor readers. The first paper presents guidelines for producing segmented text for students with moderate skills in single word recognition but problems in reading connected text. The guidelines, which give technical and syntactic criteria for locating appropriate phrasal units, are illustrated by a text sample used in an experimental study. The second paper deals with parsing tasks, which represent a second stage of training in phrase and clause boundary reading and are designed to show students how to use intuitive notions of sound and meaning to parse sentences and locate groups of words that "go together." The third paper describes some classroom techniques and methods that will help students develop inferential comprehension skills on higher levels of text structure. (HOD)

ED 240 527 CS 007 518
Miller, Larry And Others

Reading as an Interactive Process.

Pub Date—8 Oct 83

Note—66p.; Paper presented at the Annual Meeting of the Boston University Conference on Language Development (8th, Boston, MA, October 7-9, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Aptitude, *Cognitive Processes, Elementary Education, Grade 3, Grade 6, Language Usage, *Linguistics, Models, Predictive Validity, Reading Processes, *Reading Research, Reading Strategies, *Research Methodology, Semantics, Syntax

Identifiers—Interactive Reading, Protocol Analysis

A study examined the linguistic strategies of strong and weak readers in grades three and six within the context of D. E. Rumelhart's interactive model of the reading process. A linguistic prediction task was set up to investigate students' use of ortho-

graphic constraints, syntactic redundancy, and syntactic and semantic knowledge. A program was written for a computer so the prediction task could be presented as a progressive cloze activity. The data were examined using inferential and descriptive statistics and detailed protocols of individual performances. Contrary to prediction, inferential analyses of the data revealed no significant differences between the groups of readers. Descriptive statistics showed some of the problems underlying the application of inferential analyses. Protocol examination, comparing the performance of ideal readers with real ones, was the most revealing form of analysis as it showed the individual differences of children in using interactive processes to carry out language tasks. (Author/FL)

ED 240 528 CS 007 519

Fry, Edward

A Theory of Graphs for Reading Comprehension and Writing Communication.

Pub Date—[83]

Note—51p.

Pub Type—Reports - Evaluative (142) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Charts, *Classification, Definitions, Elementary Secondary Education, *Graphs, *Nonprint Media, *Reading Comprehension, Reading Instruction, *Theories, Writing (Composition), Writing for Publication, Writing Instruction

Graphs are increasingly being used in written communication and writers expect readers to understand them. One definition of graphs—information transmitted by position of point, line or area on a two dimensional surface—excludes displays composed chiefly of numbers or words such as tables or outlines. However, it does include time lines, flow charts, curve (line) graphs, bar graphs, scattergrams, pie graphs, dials, maps, pictures, and abstract drawings because they all transmit information nonsymbolically on a two dimensional surface. Fundamental to comprehending (reading) or writing a graph is knowing the types of underlying coordinates, the scaling, and other factors. The underlying theory is that all graphs are basically one dimensional, two dimensional, or three dimensional. A taxonomy of graphs can help elucidate this theory with numerous categories and examples. Together, the definition, theory, and taxonomy can be useful for teaching and testing graph knowledge in the public schools and in helping writers and readers in many communication media, including journals, textbooks, popular press, computer graphics, and television. (Appended is a taxonomy of graphs.) (Author/HOD)

ED 240 529 CS 007 520
Brophy, Jere E. And Others

An Instructional Model for First Grade Reading Groups.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—RDCTE-76-7

Pub Date—[76]

Contract—NIE-C-74-0089; OEC-6-10-108

Note—41p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, *Feedback, Grade 1, Models, Primary Education, *Questioning Techniques, *Reading Instruction, *Small Group Instruction, Student Teacher Relationship

Designed to present a workable system for first grade reading group sessions, this report contains a detailed explanation of 22 principles for managing small group instruction. The principles it describes reflect experience and research involving teachers and young children in small groups and fall into two major categories: organizing and managing the sessions and responding to children's answers. Under the first heading, the report discusses principles concerned with getting children's attention, introducing the lesson, calling on children, and meeting individual learning needs within the group. Under the second heading, the report examines what to do when children fail to respond or respond incorrectly, how to acknowledge correct answers, and how to give praise and criticism. (MM)

ED 240 530 CS 007 521

Wise, Beth S. Shaver, Judy C.

Effectiveness Training for Elementary Teachers of

Reading.

Pub Date—Dec 83

Note—12p.; Paper presented at the Annual Meeting of the American Reading Forum (4th, Sarasota, FL, December 8-10, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Correlation, Elementary Education, *Elementary School Teachers, Feedback, Pretests, Posttests, Questioning Techniques, Reading Achievement, Reading Improvement, *Reading Instruction, *Reading Research, *Teacher Education, *Teacher Effectiveness, Teacher Improvement, Teaching Methods

A study investigated the effect of research-based instructional strategies on the reading achievement of students in grades two through five. Instructional process variables were assembled into a manual used to train 24 experimental teachers. The five categories of variables were (1) classroom environment, (2) lesson introduction, (3) lesson presentation, (4) questioning, and (5) feedback. The teachers were randomly assigned, stratified by grade level, to observed or unobserved experimental groups or to a control group. The experimental treatment was designed to enhance teachers' use of reading instructional strategies associated with reading achievement. Pupils were pretested and posttested with the McGraw-Hill Prescriptive Reading Inventory. Observational data gathered on teachers' use of instructional process variables were correlated with adjusted pupil reading achievement scores to specify the strengths of associations between the two. No significant differences were found among treatment and control groups, so data were examined for differences among teachers. Significant positive correlations for "more effective" teachers were found between pupils' total reading achievement and the instructional process variables of engaging students in learning and asking direct questions. Significant negative correlations were found between achievement and the instructional variables of asking rhetorical questions and giving nonacademic commands. (HTH)

ED 240 531 CS 007 522

McConkie, George W. Zola, David

Eye Movement Control during Reading: The Effect of Word Units. Technical Report No. 310.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, DC.; National Inst. of Mental Health (DHHS), Bethesda, Md.

Pub Date—Mar 84

Contract—400-76-0116

Grant—MH-32884

Note—24p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Eye Fixations, *Eye Movements, Higher Education, *Reading Processes, *Reading Research, Word Recognition

To examine the nature of forward saccadic eye movements in reading, eye movement records were collected from college students as they read a short passage. Forward saccades from this data set were analyzed to determine factors influencing the likelihood of any given letter in the text being the recipient of the next fixation. Data indicated that the likelihood of forward saccades taking the eyes to a particular letter position is a function not only of the distance of that position from the prior fixation, but also of the word length and the letter position in the word being read. The analysis suggests that in reading the eyes are simply sent to the next unidentified word with location preferences in the word being a complex function of length and distance. (Graphs of the data are included.) (MM)

ED 240 532 CS 007 523
Armbruster, Bonnie B. Gudbrandsen, Beth H.

Reading Comprehension Instruction in Social Studies Programs or, On Making Mobles Out of Soapbuds. Technical Report No. 309.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Feb 84

Contract—400-81-0030

Note—56p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Content Area Reading, Grade 4, Grade 6, Intermediate Grades, Questioning Techniques, *Reading Comprehension, *Reading Instruction, *Reading Research, Reading Skills, Skill Development, *Social Studies, Teaching Methods, Textbook Research, *Textbooks

Five social studies programs at the fourth and sixth grade levels were examined to determine how much and what kind of reading comprehension instruction was provided in both the students' and teachers' editions of the texts. Programs studied were those published by Follett; Harcourt, Brace, Jovanovich; Laidlaw; Macmillan; and Scott, Foresman. Results showed that publishers of four of the five programs acknowledged the importance of reading in the social studies curriculum and purported to teach reading-related skills. However, there was little direct instruction of these skills, and what little instruction there was often seemed inadequate. The programs relied primarily on having students practice or apply skills without the benefit of instruction in how to do this. This situation may stem from (1) the confusion regarding what "reading skills" really are, (2) the fact that what is known about teaching reading comprehension is not finding its way into the social studies programs, and (3) the fact that really good instruction in content area reading takes time to develop and time to practice, and publishers seem to be unwilling to invest a large amount of their resources in developing reading instruction. (Excerpts from the teachers' editions and charts of reading skills covered in the textbooks are appended.) (FL)

ED 240 533 CS 007 524

McCutchen, Deborah. *Perfetti, Charles A. The Visual Tongue-Twister Effect: Phonological Activation in Silent Reading.*

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—LRDC-1983/9

Pub Date—83

Note—19p.; Reprinted from Journal of Verbal Learning and Verbal Behavior; v21 p672-687 1982.

Pub Type—Reports - Research (143) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Style, College Students, Decoding (Reading), Language Processing, Oral Reading, *Phonology, Pronunciation, *Reading Comprehension, *Reading Processes, *Reading Research, *Silent Reading, *Visual Perception Identifiers—*Tongue Twisters

The assumption that phonological processes support comprehension guided two experiments in manipulating the similarity of the consonant code both within silently read sentences and between these sentences and concurrently vocalized phrases. The first experiment examined whether tongue-twisters would take longer to read than phonetically "neutral" sentences (those containing a natural mix of phonemes). The second experiment examined whether the phonological activation that occurs in reading is shared by vocalization. For example, reading a tongue-twister with many initial "t"s and "d"s might be additionally impaired by vocalizing phrases with alveolar consonants, "/d/" or "/t/." Results support the assumption that phonological processes are involved in at least some of the tasks of silent reading. However, the lack of a consistent interaction between consonant vocalization and specific tongue-twister sentences did not support the hypothesis that vocalization suppresses phonological codes used in reading. The lack of specific interference between concurrent vocalization and the reading task suggests that these automatically activated phonetic representations are not subvocal motor programs. In reading, concurrent vocalization may play a role similar to its role in memory. That is, it may impair reading not because it interferes with phonological activation, but because it requires capacity within a limited capacity cognitive system. (HOD)

ED 240 534 CS 007 525

Perfetti, Charles A. *Individual Differences in Verbal Processes.*

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—LRDC-1983/19

Pub Date—83

Note—43p.; Reprint from "Individual Differences in Cognition," Volume 1, p65-104 (Academic Press, Inc., 1983).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, *Cognitive Processes, Concept Formation, *Decoding (Reading), *Individual Differences, Reading Ability, Reading Comprehension, Reading Processes, Reading Research, Research Needs, *Verbal Ability, *Verbal Learning, *Word Recognition Identifiers—*Verbal Processes

Reading encompasses a wide range of verbal processes, among them such simple verbal processes as word decoding, letter recognition, name retrieval, and semantic access. The question is whether simple verbal processing differences are adequate to account for general reading ability differences. Across different verbal domains and different ages, the hallmark of skilled verbal processing is efficient word retrieval from inactive memory. What varies across different verbal domains and verbal skill levels is the extent to which one or the other of these simple processes is rate limiting for an individual. Research studies have shown that among children, the rate limiting process is word decoding, whereas among college students it is name retrieval. However, verbal knowledge also makes a contribution to general verbal ability that cannot be easily reduced to simple verbal processes. Simple verbal processes cannot account for either differences in the ability to compose a text or to appreciate distinctions between semantically related words. The former entails a number of complex verbal abilities producing wide individual talents while the latter implies fairly simple but powerful semantic and morphological knowledge. Such abilities suggest cognitive components beyond simple verbal processes. (HOD)

ED 240 535

CS 007 526

Perfetti, Charles A.

Discourse Context, Word Identification and Reading Ability.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—LRDC-1983/21

Pub Date—83

Note—12p.; Reprinted from "Language and Comprehension," J. F. Le Ny and W. Kintsch, Eds. Pub Type—Opinion Papers (120) — Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Context Clues, Decoding (Reading), *Models, *Reading Ability, Reading Difficulties, *Reading Rate, Reading Research, Reading Skills, *Word Recognition, *Word Study Skills

One model of interactive processing useful in describing word identification processes in discourse context is of a weakly interactive type. This type assumes that the time to identify a word in context is an activation function, whereas the time to activate a word in memory beyond some critical identification threshold is a multiplicative function of context plus the individual's basic word processing rate. Studies confirm this model's predictions for individual differences in the time to read a word in context: skilled readers identify words more quickly and are affected less either by context or by stimulus degrading than unskilled readers. Conversely, while less skilled readers are more dependent on context to compensate for less efficient word identification skills, they are less able to use context to predict words. (HOD)

ED 240 536

CS 007 528

Cooper, Lynn A.

Analogous Representations of Spatial Objects and Transformations.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—LRDC-1983/5

Pub Date—83

Note—25p.; In: Braddick, O. J., Ed. and Sleight, A. C., Ed. Physical and Biological Processing of Images, Vol. 11, Springer Series in Information Sciences, 1983.

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Science Research, *Cog-

nitive Measurement, *Cognitive Processes, *Epistemology, *Models, Perception, Research Methodology, Spatial Ability, Visualization Identifiers—*Analogue Models

Considerable discussion and debate have been devoted to the extent and nature of structural or functional correspondence between internal representations and their external visual counterparts. An analogue representation or process is one in which the relational structure of external events is preserved in the corresponding internal representations. A great deal of experimental evidence purporting to demonstrate the existence of analogue internal representations and processes has accumulated during the past decade. These experimental efforts have the use of a powerful psychophysical technique—mental chronometry—in common, thus permitting inferences about internal mental events and processes from purely observable data. However, analogue models for visual/spatial representations and transformations have recently been challenged on both empirical and theoretical grounds. The empirical challenges can be shown to be inconclusive, and further experimental work is needed to resolve inconsistencies. The theoretical challenges have taken the form of proposing nonanalogue models that may account for at least some of the findings generally regarded as supporting the need for positing analogue representations and transformations. An internal process can qualify as analogue if it can be shown that the intermediate stage in the processing has a one-to-one relation to the intermediate stage of the corresponding external process. Conceived in this fashion, the nature of analogue representations can be assessed in behavioral experiments that have the potential of elucidating the way in which mental processes simulate or model external operations and events. (HTH)

ED 240 537

CS 007 529

Bos, Candace S. Tierney, Robert J.

Inferential Reading Abilities of Mildly Retarded and Average Students. Technical Report No. 311.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Mar 84

Contract—400-81-0030

Note—30p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Ability, Comparative Analysis, Elementary Secondary Education, Expository Writing, Grade 3, Junior High Schools, *Mild Mental Retardation, Narration, *Reading Ability, Reading Comprehension, *Reading Research, *Reading Skills, *Recall (Psychology), Remedial Reading, Schemata (Cognition) Identifiers—*Inferences

The inferential operations of mildly retarded students reading at the intermediate level were investigated using methods based on discourse comprehension theory. It was hypothesized that problems encountered in reading by these students were related to difficulties in generating logical inferences. Mildly retarded junior high school students and average third grade students of the same reading comprehension level read and recalled one descriptive expository and one narrative passage. On the expository passage, mildly retarded students generated the same quantity of inferences as average third grade students, but the inferences were of inferior quality. On the narrative passage the differences between the two groups were not significant. Differences in inferences generated by mildly retarded students may have been prompted by problems with schema mobilization, maintenance, and refinement in the context of dealing with descriptive expository text. (Author/MM)

ED 240 538

CS 007 530

Brown, Robert M. Byrd, Carol C.

Reading Expectancy and Regression Formulas.

Pub Date—Feb 84

Note—6p.

Pub Type—Reports - Research (143) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age, Comparative Analysis, Computer Managed Instruction, Computer Programs, Grade 6, Intelligence Quotient, Intermediate Grades, Microcomputers, *Predictive Measurement, *Predictive Validity, *Reading Achievement

ment, *Reading Research, Reading Skills, *Regression (Statistics)

Identifiers—*Reading Expectancy

To determine the most accurate means of estimating the expected grade or reading level of 51 sixth grade students, three expectancy formulas were compared to a custom regression equation from a user friendly microcomputer program. The expectancy formulas, based in part on student I.Q. and chronological age, and the regression equations were compared with students' actual achievement level as measured by the California Achievement Test. Results indicated that the regression equation had twice the predictive power of the generalized expectancy formulas and could easily be developed by teachers for their own classes. (MM)

ED 240 539 CS 007 531

Pfeifer, Jeri Dudley, Pat

The Effects of Learning Style on Reading and Language Arts and Differences in Learning Style among Groups of Eighth Grade Students.

Pub Date—Feb 84

Note—24p.; Paper presented at the Annual Meeting of the Texas Joint Council of Teachers of English (19th, Dallas, TX, February 2-4, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Cognitive Style, Educational Environment, Grade 8, Junior High Schools, *Language Arts, Learning Motivation, *Learning Processes, Racial Factors, *Reading Research, *Reading Skills, Sex Differences, Socioeconomic Influences, Student Attitudes

Over 1,000 eighth grade students participated in a study to determine the relationships between learning style and reading/language arts skills as demonstrated by standardized testing. It was hypothesized that (1) individual learning style contributes significantly to reading and communication skills, (2) specific learning style elements acting together account for a significant amount of variance in reading and communication skills, and (3) no significant differences exist between sexes, races, and socioeconomic levels in preferences for learning style elements. Subjects were administered the Learning Style Inventory (LSI) and the Comprehensive Test of Basic Skills (CTBS). Demographic data were gathered from the subjects' school enrollment records. The results supported the first and second hypotheses. Levels indicated that individual learning style accounts for 16% of the variance in reading and language arts skills. For reading skills, the most critical elements were persistence, adult motivation, authority figures not present, and intake. For language arts skills, the same four elements were identified as the most critical, but in a slightly different order. Hypothesis three was not supported: significant differences appeared in learning styles between boys and girls, among White, Black, and Hispanic students, and among the three predetermined socioeconomic levels. (Appendix contains a chart of learning style elements, a description of the LSI, and a sample profile.) (HTH)

ED 240 540 CS 007 532

Hittleman, Daniel R.

Metaphor: The Heart of Reading and Writing.

Pub Date—Nov 83

Note—30p.; Paper presented at the Annual Meeting of the New York State Reading Association (Kiamasha Lake, NY, November 8-13, 1983).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)—Information Analyses (070)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Abstract Reasoning, *Child Language, *Cognitive Processes, Context Clues, *Developmental Stages, Elementary Education, Language Arts, *Language Usage, *Metaphors, Reading Comprehension, Reading Instruction, Sentence Structure, *Teaching Methods, Writing Instruction, Writing Skills

As human understanding is largely metaphorical, what metaphor is, how children use it, and how they can be taught to use it more effectively are important educational concerns. A direct or indirect comparison between two apparently unlike things, metaphor consists of a topic, a vehicle of comparison, and ground—or traits—linking the topic and the vehicle. When the metaphor is interpreted, tension created by the comparison is resolved. A metaphor may be either context independent (a part sentence metaphor that is meaningless when interpreted literally) or context dependent (a whole sentence meta-

phor that may have a literal meaning in another context). Metaphors are evident in children's earliest speech and increase in frequency until the early elementary school years. With adolescence, metaphor usage again increases. Children's success at interpreting a metaphor seems to depend on the developmental cognitive stage controlling their thinking. First basing comparisons on physical similarities, children gradually begin to compare psychological and abstract qualities. Instructional procedures for developing student skill with metaphors include naming and classifying exercises, work with situational ambiguities, use of metonymy, and attention to the affect that a word's function in a sentence has on its meaning. (MM)

ED 240 541 CS 007 533

Dixon, Lisbeth A. And Others

Emergent Reading Levels in Expository and Narrative Materials.

Pub Date—83

Note—23p.; Paper presented at the Annual Meeting of the National Reading Conference (33rd, Austin, TX, November 29-December 3, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Aptitude, Elementary Education, Learning Theories, *Placement, Readability, *Reading Achievement, Reading Comprehension, *Reading Diagnosis, *Reading Instruction, *Reading Tests, *Testing

Identifiers—*Emergent Reading Levels, Expository Text, Narrative Text, Vygotsky (Levs)

Two experiments were conducted to determine the emergent reading levels of elementary school students. In the first experiment, 27 third grade and 27 sixth grade students of average reading ability from rural schools in central Florida were given pretest and posttest cloze passages on science materials two readability levels above their grade placement. Between the tests, one half of the students (the experimental group) received instruction on the material covered. The significant effect for treatment of both third and sixth grade cloze posttest data supported the construct of emergent reading levels based on the zone of proximal development. L. S. Vygotsky (1978) defined the zone of proximal development as the difference between students' actual and potential developmental level. Students' zone of proximal development appeared to be two levels above their instructional reading level. In the second experiment, baseline data were collected on the reading and vocabulary development of 23 fifth grade students from an urban north Florida school, comprehension pretests based on narrative passages were administered to all students, the experimental group received adult mediation, and all students completed comprehension posttests. Results indicated that students would be independent at reading level seven and instructional at level eight and above. The experiments suggested that emergent reading levels are a viable alternative to instructional reading level for placement in reading materials. (MM)

ED 240 542 CS 007 534

Pfeifer, Jeri

What Happens to Writing Apprehension in a Reading Class?

Pub Date—Oct 83

Note—15p.; Paper presented at the Annual Meeting of the South Central Modern Language Association (Fort Worth, TX, October 27-29, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Aptitude, College Freshmen, Higher Education, Integrated Activities, *Reading Ability, *Reading Instruction, *Reading Research, Reading Skills, Student Needs, Teaching Methods, *Writing Apprehension, *Writing Research, Writing Skills

A study investigated whether reading ability is a significant factor in the level of student writing apprehension and whether writing apprehension is reduced as reading skills improve. Subjects were 49 college freshmen enrolled in a reading improvement course that was directed toward learning in three domains: (1) cognitive-knowledge, synthesis, and application of reading skills; (2) psychomotor-actual reading; and (3) affective-reading as an enjoyable, nonthreatening experience. Instruments used in the study were the Nelson-Denny Reading Test, which was administered both at the beginning and

at the end of the course, and the writing Apprehension Test, which was administered during freshmen orientation experiences before enrollment. Results indicated that reading ability contributed to low apprehension and lack of reading ability to high writing apprehension, which, in turn, kept anxious writers from effective reading. The findings suggest that improvement in one area will lead to improvement in the other, and that any experience with language that brings a student to a more intimate, comfortable station with words will transfer skill to the entire spectrum of language. (A copy of the Writing Apprehension Test is appended.) (FL)

ED 240 543 CS 007 536

Thimmesch, Nick, Ed.

Aliteracy: People Who Can Read but Won't. A Conference Sponsored by the American Enterprise Institute for Public Policy Research (Washington, DC, September 20, 1982). AEI Symposium 83C.

American Enterprise Inst. for Public Policy Research, Washington, D.C.

Report No.—ISBN-0-8447-2247-2

Pub Date—84

Note—70p.

Available from—American Enterprise Institute for Public Policy Research, 1150 Seventeenth St., N.W., Washington, DC 20036 (\$3.95).

Pub Type—Collected Works—Proceedings (021)—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Books, Elementary Secondary Education, Futures (of Society), Higher Education, *Literacy, Mass Media, *Mass Media Effects, Newspapers, Periodicals, *Reading Attitudes, *Reading Instruction, Reading Skills, Television, Television Viewing

Identifiers—*Aliteracy

Defining aliteracy as the problem of persons who are able to read but choose not to, the conference papers in this compilation focus on whether aliteracy is a significant and growing problem, whether literacy is an important value, and how the survival of literacy can be ensured. Following an introduction to the purpose of the conference, the eight papers discuss the following topics: (1) the nonreading culture, (2) aliteracy and the newspaper industry, (3) television and literacy, (4) the "reading to learn" approach, (5) books in an electronic age, (6) aliteracy and the decline of the language, (7) the magazine industry in a time of change, and (8) the role of the schools in teaching reading. The compilation includes two discussions of questions relative to these topics. (HTH)

ED 240 544 CS 007 538

Schaudt, Barbara A.

Relationship between Listening and Reading: A Historical Survey.

Pub Date—Oct 83

Note—16p.; Paper presented at the Annual Meeting of the Great Lakes Regional Conference of the International Reading Association (5th, Springfield, IL, October 5-8, 1983).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Content Analysis, Curriculum Development, Curriculum Guides, *Educational Needs, Educational Trends, Elementary Secondary Education, *English Curriculum, Instructional Materials, Language Arts, *Listening, *Listening Skills, *Literature Reviews, Reading Comprehension, Research Needs, Textbook Content

Identifiers—Theory Practice Relationship

An overview of the literature of listening illustrates the lack of sufficient research in this area. A 1955 survey of curriculum guidebooks and bulletins for the inclusion of listening demonstrates the effect of limited research: most documents devoted anywhere from two to six pages to listening in elementary through secondary school levels. In another survey of 7,762 curriculum documents included in the ERIC datafiles, only 4.5% mentioned listening for various grade level clusters, and a close inspection of curricular materials housed at the 1980 Curriculum Development Library reveals considerable differences between the treatment of listening and the treatment of the other language arts. The attitudes underlying these differences may be reflected in the documents themselves. For example, the inclusion of listening appeared to be an afterthought

in some of the material. Many documents also treated listening in vaguer terms than other language arts. In a final example of the lack of attention given to listening, several documents included the significance of listening in their philosophy statement, but few visibly reinforced this goal. Because research indicates that listening comprehension augments reading comprehension, it is becoming increasingly important for professional educators to incorporate listening skill development into the curriculum. (HOD)

ED 240 545

CS 007 539

Orlando, Vincent P.

Effects of a Content Area Reading Class on Attitudes and Practices of Secondary Teachers.

Pub Date—Dec 83

Note—7p; Paper presented at the Annual Meeting of the American Reading Forum (4th, Sarasota, FL, December 8-10, 1983).
Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Measures, *Content Area Reading, Elementary Secondary Education, In-service Teacher Education, *Methods Courses, Preservice Teacher Education, *Reading Instruction, *Reading Research, Reading Strategies, *Teacher Attitudes, *Teaching Experience, Teaching Methods

To determine if subject matter taught or years of teaching experience after taking methods courses influenced teacher attitudes toward teaching reading in the content areas, questionnaires were completed by 105 middle, junior, and senior high school teachers who had completed methods classes in content area reading. Results of four subscales on teacher attitudes toward content area reading issues, benefits, use, and significance indicated that teacher attitudes, while positive, were not strong enough to initiate use of reading strategies in their classrooms. A comparison of teacher groups showed that teachers whose subject matter demanded more reading, such as English or social studies, placed the most value on content area reading strategies. Results also revealed that less experienced teachers had better attitudes than the more experienced group, indicating the need for more widespread implementation of the inservice model developed by Dupuis, Aakov, and Lee (1978). (MM)

ED 240 546

CS 207 552

Appleby, Bruce C.

Computers and Composition: An Overview.

Pub Date—[83]

Note—16p.

Pub Type—Opinion Papers (120)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Educational Change, Elementary Secondary Education, Futures (of Society), *Microcomputers, Revision (Written Composition), *Technological Advancement, Word Processing, *Writing Instruction, Writing Processes

The tools of writing have changed as technology has become more advanced. In fact, the contributions of the microcomputer are already beginning to make print and paper technology appear primitive. The book is at a disadvantage since it stores and displays the information, whereas the microchip stores while the computer displays. Because of this basic difference, interaction with the information stored is possible with the computer, while the book in and of itself is essentially passive. Word processing is also changing the ways in which writing and the writing process are perceived. Nearly all comments by writers who actively use word processors indicate that processing's great advantage is speed. Beyond this important consideration is that writers can start to see revision as part of the process of moving from writer to reader based prose. The microcomputer has also influenced the teaching of writing. Already, experimental and developmental programs in the use of computers to teach writing are being developed all over the world and at all levels of education. Despite the microcomputer's potential for writing and composition, however, humanists should be warned against the possible economic, social, racial, and sexual differences that may surface as part of the computer culture. (A bibliography on computers and composition is appended). (HOD)

ED 240 547

CS 207 602

Smith, Edward L., Jr.

Achieving Impact through the Interpersonal Component.

Pub Date—Mar 83

Note—22p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (34th, Detroit, MI, March 17-19, 1983).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audience Analysis, Higher Education, *Interpersonal Communication, *Language Styles, Literary Devices, Reader Response, Rhetoric, Rhetorical Criticism, Student Attitudes, Textbook Content, Writing for Publication, *Writing Instruction, Writing Processes, Writing Skills

Identifiers—Reader Text Relationship, Reading Writing Relationship, *Textual Analysis, Theory Practice Relationship, *Voice (Rhetoric)

Given critical theory's current focus on the interaction between writers and readers over the surface of a text, it seems appropriate to examine the semantic component concerned with how writers anticipate that interaction—the interpersonal component. The relevance of the interpersonal component is apparent in traditional instruction on point of view and tone. Most composition texts encourage students to maintain a consistent point of view through consistent lexical and grammatical choices of a certain formality and purpose; many texts also encourage students to think of these choices within an initially determined rhetorical stance incorporating attitudes toward the reader and the subject matter. But the scalar nature of these choices reveals interesting information about why some shifts in point of view and tone are considered acceptable and others are identified as performance errors. An analysis of several text samples reveals that certain shifts do occur in "professional" texts, but that such shifts must be modulated in order to be acceptable; unmodulated, abrupt shifts will still be perceived as mistakes. Further, such shifts must occur within the limits of variation established at the beginning of a text. The treatment of point of view and tone as part of the interpersonal component of texts permits a more accurate description of shifts and a more precise explanation of the difference between acceptable and unacceptable shifts in point of view and tone. (Three text samples are appended). (HOD)

ED 240 548

CS 207 661

Fortner, Robert S.

The Depths of Depression: Sin and Salvation as Seen by the Radical Press, 1930-1939.

Pub Date—1 Apr 83

Note—45p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (66th, Corvallis, OR, August 6-9, 1983).

Pub Type—Reports - Research (143)—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Content Analysis, *Intellectual History, Media Research, *Newspapers, *News Reporting, *Periodicals, Press Opinion, *Rhetoric, Rhetorical Criticism, *Social History, United States History

Identifiers—*Journalism History, *Radical Press
Through an analysis of the products of the radical press, this paper presents the rhetorical outlines of a cultural history of the 1930s. Following an overview of the "reportage" of the radical press, the paper focuses on that medium's rhetoric, specifically its conscious and unconscious use of religious symbolism. Among the publications analyzed in the paper are "Social Justice," the newspaper of Father Charles Coughlin; "Modern Quarterly"; "Ken"; "The Daily Worker"; "The Silvershirt Weekly"; "The Harlem Liberator"; "The New Militant"; and "People's World"; as well as pamphlets, manifestos, and other irregularly published materials. In addition, it draws upon materials from biographies, autobiographies, and histories—particularly those written by members of the radical left—and on data from more reformist publications such as "The Nation." The paper concludes that there were clear similarities between the problems identified by each of the radical groups—fascists, communists, socialists, and technocrats—of the 1930s. It notes that the villains and sins they identified were identical, and that the solutions they advocated had one thing in common—they were radical departures from the reformist tendencies in the American tradition. (FL)

ED 240 549

CS 207 677

Fedin, Eric S.

A Study of Interviewing, Personality and Bias: The Assessment of a Political Incident by High School Journalists.

Pub Date—Aug 83

Note—36p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (66th, Corvallis, OR, August 6-9, 1983).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attribution Theory, *Bias, Communication Skills, Human Relations, Interpersonal Communication, *Interviews, *Journalism Education, Media Research, *Personality Traits, Secondary Education, Student Attitudes

Identifiers—Self Monitoring

If greater self-monitoring can lead to greater awareness of the characteristics of others, self-monitoring should be positively related to personality attributions and negatively related to situational attributions. To compare the relationship between self-monitoring and attributions when gaining information through social interactions and through reading only, high school journalism students were asked to complete a self-monitoring scale and were assigned to either a control or an experimental group. Control students received printed information from three sources on an incident occurring at another high school, and experimental students were instructed to interview these sources about the incident. After writing stories on the incident, students from both groups filled out questionnaires designed to determine the extent to which they saw personality attributes or situational factors as causing the incident. Results indicated that students who were higher in self-monitoring were generally better interviewers but were more likely to make attributions that were biased. (Appendices include questions used to make up the self-monitoring scale and handouts given to the control group.) (HOD)

ED 240 550

CS 207 688

Lee, Jung-Sook

The Admiration Operation: The Structure, Functions and Socialization of the Advertiser in the Advertising Agency.

Pub Date—Aug 83

Note—30p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (66th, Corvallis, OR, August 6-9, 1983).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Advertising, Comparative Analysis, Institutions, *Job Satisfaction, *Job Skills, Media Research, Occupational Mobility, *Occupational Surveys, Organizational Communication, *Organizational Effectiveness, Socialization

Identifiers—*Account Executives, *Advertising Industry

Qualitative interviews and field observation were used in a study that examined the duties, satisfaction, organizational constraints, and career pathways of advertising agency account executives. In addition, the study compared the personnel functions of two different agencies—one large and one small. Results showed that the functions of account executives varied with agencies. In the small agency, the executive was likely to perform many functions, while in the large agency the executive performed more specialized duties. Executives in both agencies tended to be the more mature members of the staff and to possess a high level of knowledge of advertising in its processes. They often had been trained carefully by the agencies in the areas of media, research, and other fields before becoming executives. The executives tended to credit "luck" with getting jobs, the luck including having the right contact at the right place. There seemed to be no way of getting into the field without a college degree, and most agency personnel were hired directly upon college graduation. In general, the findings support the notion that the organizational system is important for adult socialization and career mobility. Furthermore, the complexity of the organization tends to lead the individual workers to be more competitive, constrained, and impersonal in their relationships with other workers. (FL)

ED 240 551

CS 207 713

Glaze, Bernadette M.

Role Writing to Understand the Past.

Pub Date—[81]

Note—14p; Prepared through the Northern Virginia Writing Project.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Content Area Writing, Creative Writing, History Instruction, Integrated Activities, *Interdisciplinary Approach, *Perspective Taking, *Revolutionary War (United States), *Role Playing, Secondary Education, *United States History, Writing Instruction

Identifiers—*Journal Writing

In order to give students an opportunity to personalize their learning through writing, two teachers of a high school American civilization class designed a biographical scrapbook project. The project objectives were to have students read about one person significant in the development of United States history and literature of the Revolutionary era, to collect specific information necessary to a biographical understanding of that person, to recognize and summarize the contributions of that person to United States history and literature, to convey information through various methods within a scrapbook format, to write both creative and expository articles, and to compile a bibliography. The following types of scrapbook entries had to be included: a birth certificate; diary entries or letters; newspaper articles; sermons, speeches, or essays on a specific topic; an obituary and epitaph; a time-line; a Who's Who entry; and a lead to a speech introducing the historical figure. An interview with one of the students revealed that the student had to think like the character in order to write like him. The student also wrote the least complex entries first. For other entries, the student had to imagine herself in a different time and place and assume the roles of authors different from herself. Clearly, writing history rather than writing about history can help students learn about both writing and history. (HOD)

ED 240 552

CS 207 986

Keith, Philip M.

Shaping at the Point of Utterance Rather than Afterwards.

Pub Date—7 May 83

Note—10p; Paper presented at the Annual Meeting of the Minnesota Council of Teachers of English (24th, Minneapolis, MN, May 6-7, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, Models, *Revision (Written Composition), Teacher Role, Teaching Methods, Textbook Content, *Theories, *Writing (Composition), *Writing Instruction, *Writing Processes

Identifiers—*Britton (James), *Speaking Writing Relationship

According to James Britton, too much emphasis is being placed currently on revision. In his essay, "Shaping at the Point of Utterance," Britton notes that (1) concentrating on the reader in teaching writing can disturb the writer's ability to formulate what he or she wants to say; (2) the essence of the writing process is not writing something to be cleaned up later, but rather creating connections between ideas; (3) a precise and explicit mastery of the rules of writing can obstruct effective writing; and (4) writing develops in a complex relationship to speech and not by a process of differentiating between spoken and written discourse. This information conflicts directly with some of the basic principles that underly many composition texts and teaching models. Britton also states that the basic force of writing comes less from the effort to persuade a reader and more from the effort to articulate the writer's experience. This suggests the great value in writing instruction of using very frequent short writings, emphasizing validation through the writer's experiential knowledge, and staying aware of the close relationships between writing and speaking and between writing and learning. (HOD)

ED 240 553

CS 207 997

Elementary Writing Program.

Bay Shore School District, NY. Office of Instructional Services.

Pub Date—Sep 83

Note—25p; A two-page journal article and six pages of poetry examples in the original document are copyrighted and have not been reproduced here.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Check Lists, Educational Environment, Elementary Education, Instructional Materials, Literature Reviews, Program Descriptions, *School Districts, Writing Evaluation, Writing Improvement, *Writing Instruction, Writing Processes, Writing Research, *Writing Skills

Identifiers—PF Project, *Writing Programs

A description and supporting materials of the elementary school writing program of the Bay Shore Public Schools (New York) are presented. The description and materials include: (1) the program philosophy; (2) a review of writing research including a 12-point summary of methods for teaching writing and a 10-point summary of the proper classroom climate; (3) seven broad instructional goals; (4) an explanation of the seven stages involved in the writing process; (5) handouts on the writing process, brainstorming, audience response to writing, and editing symbols; (6) student checklists for analyzing their work in terms of improvement and mechanics; (7) a list of eight questions to be used for teacher evaluation of student writing; (8) a description of the district's system for diagnosis, prescription, and evaluation of student writing; (9) a sheet which provides student guidelines for writing and teacher guidelines for writing instruction; (10) suggestions for instructional materials; and (11) an eight-item bibliography of references. (DC)

ED 240 554

CS 208 000

White, Natalie

Forces and Sources: Beyond the Bookroom Wall.

Pub Date—83

Note—3p.

Journal Cit—Exercise Exchange; v28 n2 p19-20 Spr 1983

Pub Type—Journal Articles (080) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Archives, Educational Resources, *English Instruction, Higher Education, High Schools, Learning Activities, Library Collections, Local History, *Motivation Techniques, Newspapers, Photographs, Relevance (Education), Student Motivation

Identifiers—PF Project

During a visit to a local library archives, many old photographs were discovered which turned out to be useful teaching tools for an English class. Copies of a few of them were brought to class where students were asked to choose one and write about it. The responses were exceptional. Students were writing about their town; some of them were writing about their ancestors. Digging around for useful archives became a hobby. Students were brought along on these archival searches which included viewing old newspapers preserved on microfilm. A variety of activities were developed from the news stories and pictures that were found. Students began to discover themselves, their town, and the past. The variety of things available in city, university, or state archives is phenomenal. Although the news stories and pictures were used on an occasional basis, they could have been grouped together into a unit. Archival materials can be a positive and enjoyable alternative to published textbooks. (DC)

ED 240 555

CS 208 003

Walls, Doyle W.

Piecing Together Bertrand Russell's "What I Have Lived For": An Exercise for Students Studying the Five-Paragraph Theme.

Pub Date—83

Note—4p.

Journal Cit—Exercise Exchange; v29 n1 p45-47 Fall 1983

Pub Type—Guides - Classroom - Teacher (052) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, High Schools, Learning Activities, *Paragraph Composition, Puzzles, Sentences, *Sentence Structure, *Writing (Composition), Writing Exercises

Identifiers—PF Project

This exercise is intended to teach the sense of sentences and their place in the larger fabric of paragraphs as they are woven into organized papers. Based on the five-paragraph theme (introduction, three body paragraphs, and conclusion), the exercise divides "What I Have Lived For," the prologue to "The Autobiography of Bertrand Russell, 1872-1914," into 18 sentences which are presented to students in random order. The goal is to have students put the sentences into their proper order

which includes grouping them into five paragraphs. The summary states that, in order for students to successfully solve the puzzle, they must pay more attention than usual to key words on which sentences and paragraphs turn and to structural elements in sentences. The correct order of the sentences and a copy of "What I Have Lived For" are included. (DC)

ED 240 556

CS 208 004

King, Don

Teaching Persons through Freewriting.

Pub Date—83

Note—3p.

Journal Cit—Exercise Exchange; v28 n2 p21-22 Spr 1983

Pub Type—Guides - Classroom - Teacher (052) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, High Schools, Learning Activities, Rhetoric, Teaching Methods, Writing Exercises, *Writing Instruction

Identifiers—*Free Writing, *Persons, PF Project

Freewriting is an effective means of teaching students how to develop persons in writing. One approach is to have students imagine that they are inanimate objects or nonhuman creatures, provide them with a specific situation or environment, and ask them to freewrite for five to ten minutes. Another slant is to have them become famous historical figures facing a famous historical event. If it is accepted that the personal appeal of the speaker/writer is the strongest means of persuasion, then it is important to teach students how to create such appeals. After letting students experiment with persons through freewriting, it is easy to plug the concept of persons into an overall rhetorical scheme. This can be done by requiring students to establish in one of their essays a persona that is something other than themselves. Freewriting is no rhetorical panacea; however, it is a way to give students "hands on" practice. (DC)

ED 240 557

CS 208 006

Dubois, Barbara R.

Lay or Lie?

Pub Date—83

Note—3p.

Journal Cit—Exercise Exchange; v28 n2 p3-4 Spr 1983

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Strategies, English Instruction, Higher Education, High Schools, Learning Activities, Lesson Plans, *Semantics, Teaching Methods, Tenses (Grammar), *Verbs, Writing Exercises

Identifiers—PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: LEVEL: High school and college. AUTHOR'S COMMENT: Many would like to abandon the distinction between "lay" and "lie," but I still receive enough questions about it to continue teaching it. Finding that students did not believe me when I taught them to substitute "recline" for "lie," because "The rug reclines on the floor" sounds silly, I decided to work out a new lesson. The verb "to be" is a perfect substitute for "to lie" and even saves words: "The book is lying (being) on the table" shortens to "The book is on the table." "Lying" like "being" is often superfluous. FIRST LESSON: Of course, I start with the easier "lay" and use "place" for its substitute because the "d" is a perfect clue: "laid" must always mean "placed." Thus the principal parts: present tense-lay (place); past tense-laid (placed); past participle-laid (placed); present participle-laying (placing). Substituting "be" for "lie" is more complicated because "be" has many forms: (1) Present tense-I lie (am); you, we, they lie (are); she, he, it lies (is); and (2) Past tense-I, she, he, it lay (was); you, we, they lay (were). The past participle is easy because "lain" always equals "been" with the "n" for a perfect clue. The present participle "lying" always equals "being." SECOND LESSON: I warn against clichés and slang. Instead of "lay off," they must use "avoid"; instead of "laid back," they must choose "relaxed." The only ambiguous usage is that with land: dictionaries allow both "lay of the land" and "lie of the land"; but I can explain both. "Lay of the land" refers to nature's having placed it, and "lie of the land" means the way the land is. Although I usually complain about sports language, golfers are good here: the ball has a good or bad "lie." I caution students not to think about whether a sentence discusses placing or reclining; rather the secret is to

this junior high level activity involves students in creating a dream person using magazine or catalog pictures and then writing a biography of this person. Materials include teacher notes, follow-up suggestions, evaluation procedure, and a four-step student direction sheet. (LP)

ED 240 566 CS 208 022

Letter Writing...A Guide for Good Correspondence. Greenfield Express Management System. Pub Date—[80]

Note—21p.; Prepared by the Reading Demonstration Project, Greenfield Junior High School. Pub Type—Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basic Skills, Business Correspondence, *Communication (Thought Transfer), Instructional Materials, Junior High Schools, *Language Arts, Learning Activities, *Letters (Correspondence), Reading Instruction, Skill Development, Units of Study, *Writing Exercises, *Writing Skills

Identifiers—California Demonstration Reading Program, PF Project

A unit to help junior high school students become aware of the importance of written communication contains teacher and student materials. The teacher's section contains a description of objectives, materials, and evaluation methods. In the student section, a reading on becoming a good correspondent precedes sections on personal letters, thank-you notes, and business correspondence. Each section includes a guideline to the correct format of the letter and several application exercises. Also included is a section on addressing envelopes. (LP)

ED 240 567 CS 208 023

Action, Karen Griffith, Judy
Listening and Notetaking: Activity Guide. Area Education Agency 7, Cedar Falls, IA. Pub Date—[80]

Note—24p.
Pub Type—Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavioral Objectives, Elementary Secondary Education, Films, Filmstrips, Learning Activities, *Listening Comprehension, *Listening Skills, *Notetaking, *Study Skills, Units of Study
Identifiers—PF Project

The purpose of this unit is to help students develop or improve listening and notetaking skills by using the TQLR (tune-in, question, listen, and review) technique. Many of the activities are based on films and filmstrips indicated as available in the Iowa Teacher Center. Six student objectives, a list of notetaking terms, and student activities are provided. These are followed by 10 weekly evaluation activities on listening and notetaking. Concluding this guide are 14 attachments which are coordinated with the activities. The first nine focus on TQLR. Attachments 10 to 13 are based on films, and attachment 14 focuses on notetaking covering "why," "when," and "how." This document is part of a collection of materials from the Iowa Education Agency 7 Teacher Center project. (EM)

ED 240 568 CS 208 025

Student Teaching Packets: A Guide for Writing Remediation. Grade Level: Intermediate. Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.

Pub Date—[83]
Note—176p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Capitalization (Alphabetic), Educational Games, Intermediate Grades, Learning Activities, Paragraph Composition, Prewriting, Punctuation, *Remedial Instruction, Remedial Programs, Sentence Structure, Spelling, Student Evaluation, Teaching Guides, Units of Study, *Writing (Composition), Writing Evaluation, Writing Exercises, Writing for Publication, *Writing Skills

Identifiers—PF Project

This guide provides materials for teaching a writing remediation class in the intermediate grades. Sections of this guide include: (1) background information for teachers about the writing process; (2) teaching units containing activities and games on selection of writing topics, organization of the elements in a paragraph, development of ideas, skills in

sentence structure, writing the four basic types of sentences, use of specific/vivid language, and language mechanics; (3) four sample checklists for evaluating student work; (4) suggestions for publishing student writing; and (5) an evaluation form for teacher assessment of this guide. A 19-item bibliography is included. (JW)

ED 240 569 CS 208 027

Topolovac, Eleanor R. And Others
Literature at Home: Elementary - Junior High. Books and Beyond.

Solana Beach Elementary School District, Calif. Pub Date—82

Note—156p.
Pub Type—Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Art Activities, *Childrens Literature, *Curriculum Enrichment, Elementary Education, Junior High Schools, Learning Activities, Lesson Plans, Reading Interests, Reading Programs, *Recreational Reading, *Student Motivation, Student Projects, *Supplementary Reading Materials, Vocabulary Development, Word Lists, Writing (Composition)

Identifiers—PF Project

Developed for teachers of elementary and junior high school students, the "Literature at Home" program is designed to stimulate recreational reading and to enrich the regular classroom reading curriculum. Lesson plans include synopses, vocabulary lists, short-answer questions, activities (including many writing activities), and projects for 36 books chosen for their high literary quality and interest to students. It is suggested that one book may be read by the entire class or that individual titles may be selected by student groups according to reading abilities. The program is divided into two sections. The first section, for elementary grades, contains lessons for 12 books with reading levels for grades three to nine. The second section, for junior high school grades, has lessons for 24 books with reading levels for grades four to nine. (EM)

ED 240 570 CS 208 046

Petty, Walter T.
A History of the National Conference on Research in English.

National Conference on Research in English.

Pub Date—83
Note—91p.
Pub Type—Opinion Papers (120) - Books (010) - Historical Materials (060)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Educational History, Educational Research, English Curriculum, *English Instruction, *Intellectual History, *Professional Associations, Reading Research, *Researchers, Research Methodology, *Research Projects

Identifiers—*National Conference on Research in English

Spanning the years 1932-1982, this book details the history of the National Conference on Research in English (NCRE) in terms of members' activities, research directions taken, and accomplishments. The first section of the book, "The Founding," reviews the initial efforts to establish the organization; examines its early programs; discusses the role of C. C. Certain in promoting the organization; describes its first publication, "A Handbook of English for Boys and Girls," published in 1939; and traces the evolution of the journal "The Elementary English Review," later "Elementary English." The second section, "The 1940s," continues the history from the death of Certain in 1940, discussing the activities of the organization during the years of World War II, its proposals for its merger with the National Council of Teachers of English (NCTE), and the publications of its bulletins. The third section, "The 1950s and 1960s," covers the "heyday" of the organization, reviewing its important meetings and large research efforts, The First Grade Reading Studies and The Teacher Effectiveness Study. The fourth section, "The 1970s," describes NCRE's efforts to engage the membership in cooperative research, discusses the Cooperative Research Committee, and examines attempts to expand membership, while the final section "And Now, What Next?" takes a look at the future of NCRE and offers comments from various past and present members of the organization. (FL)

ED 240 571 CS 208 047

Agosta, Lucien L.

Implementing the CCCC Guidelines for Evaluating Composition Instruction: Procedures, Problems, and Perspectives.

Pub Date—[Mar 83]

Note—19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (34th, Detroit, MI, March 17-19, 1983). Appendices are in small print.

Pub Type—Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Course Evaluation, Educational Objectives, *Evaluation Criteria, *Program Effectiveness, *Program Evaluation, Questionnaires, Student Attitudes, Student Evaluation of Teacher Performance, Teacher Attitudes, Teacher Effectiveness, Writing Improvement, *Writing Processes, Writing Skills

Identifiers—*Freshman Composition

The six evaluation instruments recommended by the Committee on Teaching and Its Evaluation of the Conference on College Composition and Communication (CCCC) were modified to evaluate a large freshman writing program taught by inexperienced instructors. As course goals were clearly stated in the instructor's guide and repeated in orientation and training sessions, one instrument—the determination of standards for judging writing—was eliminated. The program's large size and the instructors' apprehension over being evaluated also militated against three other instruments—the evaluation of teacher commentary on papers, classroom observation, and assessment of writing assignments. The program evaluation, therefore, consisted of revised versions of teacher and student questionnaires. Results revealed some divergence between stated program goals and actual practice, with less time being given to prewriting, invention, and revision than was recommended. The greater stress placed on the writing process by teachers trained in the new apprenticeship program, however, indicated that the apprenticeship approach helped in the course's transition from product to process orientation. A disparity between student and teacher assessments of writing improvement indicated the need for fuller communication of goals. Although using only two instruments, the evaluation did produce significant new information on the program's effectiveness. (Evaluation instruments are appended.) (MM)

ED 240 572 CS 208 063

Fox, Barry
Linguistic Correlates of Two Writing Functions, Two Age Levels, and Two Achievement Levels.

Pub Date—May 83

Note—20p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (16th, Montreal, Canada, May 10-14, 1983). Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Age Differences, Comparative Analysis, Distinctive Features (Language), High Schools, *Linguistic Theory, *Research Methodology, *Sentence Structure, *Structural Analysis (Linguistics), Writing Instruction, *Writing Research, Writing Skills

Identifiers—T Units, *Writing Functions

Microresearch of the type performed by W. Loban and K. Hunt was used to describe two functions of macroresearch methodology—reporting and classifying—the type conducted by J. Britton. This was done by contrasting the use of nine linguistic features of writing produced by four groups of students in each of the functions. The features were t-units, adverbial clauses, adjectival clauses, markers of tentativeness, abstract nouns, and four categories of "free modification" (words or phrases set off from the rest of the t-unit by commas). In addition, the study also examined differences between students at different achievement and grade levels. Subjects were borderline-pass and very successful students in grades 10 and 12. The writing was first draft and the audience was the teacher. The results showed that students felt more free to modify loosely, by adding or interrupting or prefacing, the core of their writing when reporting than when classifying. The latter function seemed to call for closer concentration and tighter statements. On the other hand, students tended to limit their cognitive involvement as measured by the linguistic features in that they used shorter t-units, less tentativeness, fewer abstract nouns, and fewer clauses of concession and condition. (Excerpts from two students')

writing efforts are included in the paper.) (FL)

ED 240 573 CS 208 064

Brown, Betsy E.

Style in Rhetorical Context: Aristotle's Four Virtues of Style and Stylistic Theory and Practice.

Pub Date—Mar 83

Note—19p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (34th, Detroit, MI, March 17-19, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Language Styles, Language Variation, *Literary Devices, *Models, *Rhetoric, Rhetorical Criticism, Writing Instruction, Writing Processes, Writing Research

Identifiers—*Aristotle, *Rhetorical Theory

Aristotle's four virtues of style—clarity, propriety, dignity, and purity—can serve as a useful model for teaching and for research in linguistic style. These virtues reflect the writer's careful consideration of the subject, the audience, the writer's voice, and the linguistic community for the writing. Unfortunately, these virtues have fallen out of favor because their applications throughout history have been uneven and their uses have at times become abuses. In different periods of rhetorical history, over-zealous enthusiasm has elevated one characteristic of style to the virtual neglect of the others. However, the very fact that this framework can be used as a way of understanding the shifting tides of taste in the history of style demonstrates its value for identifying the emphases of particular theorists. If one examines the most persistent stylistic abuse of the twentieth century, the "official style," and the virtue of style most frequently cited in defense against it—clarity—one can see the value of the four virtues as correctives to the tendency to define stylistic focus too narrowly. (HOD)

ED 240 574 CS 208 073

McLendon, Gloria Houston

Brain Research and the Language Arts.

Pub Date—[83]

Note—36p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cerebral Dominance, Cognitive Ability, *Cognitive Processes, Cognitive Style, *Creative Activities, Elementary Secondary Education, *Epistemology, *Language Arts, *Learning Modalities, Literature Appreciation, Reading Instruction, Writing Instruction

Basic research into the mechanisms and functions of the brain carried out in the past 25 years has provided evidence that humans do, indeed, experience two ways of knowing. More recent research has explored the nature of the apparent perceptual bias—or way of knowing—of each brain hemisphere, and this information, which has changed thinking about the brain, has profound implications for all educators. A review of research confined to the procedures applied by the brain in processing materials specific to the language arts yields a number of implications for teachers in that field, including the following: (1) all materials should be presented as a whole and as parts of a whole; (2) less material should be covered, allowing students to approach the concepts using as many modalities as possible; (3) students should be allowed to explore new processes and ideas and to play with ideas; (4) reading and writing activities should be extended to include informal conversation, rhythmic and physical interpretations, and creative dramatics activities; (5) new associations between ideas should be encouraged, and their expression rewarded; and (6) literature rather than basal readers, should be the choice of materials for all language arts activities. (FL)

ED 240 575 CS 208 115

Cowan, Elizabeth

How English Teachers See the Profession: An Informal Survey.

Pub Date—May 83

Note—55p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Quality, *Educational Research, Educational Trends, Elementary Secondary Education, English Curriculum, *English Instruction, Higher Education, *Job Satisfaction, *Occupational Surveys, *Teacher Attitudes, Teacher Effectiveness, Teacher Employment, *Teaching Conditions, Writing Instruction

Identifiers—Competency Based Evaluation

Presented are the results of a questionnaire completed by 467 teachers from 32 states who teach English at the elementary school, secondary school, and college or university level. The questionnaire elicited information concerning teacher morale, critical issues facing the profession, the mood of teachers, and teacher curriculum interests and concerns. Among the results were the following: (1) just over half the sample felt more encouraged than discouraged about the circumstances surrounding teaching; (2) 44% would still be English teachers if they had it to do over again but 26% would not; (3) 65% did not think their salary fair and equitable; (4) the sample felt that the single greatest concern of professional organizations for each level should be the teaching of writing by the elementary school teachers, teacher quality at the secondary level, and writing instruction by the college teachers; and (5) competency testing was judged acceptable by teachers at all three levels. (HTH)

ED 240 576 CS 208 119

Takala, Sauli Vahapassi, Anneli

On the Specification of the Domain of Writing = Kohti Kirjoittamisen Kuvallista ja Erittelyä. Reports from the Institute for Educational Research, 333/1983.

Jyväskylä Univ. (Finland). Inst. for Educational Research.

Report No.—ISBN-951-678-856-4

Pub Date—83

Note—121p; Best copy available. This publication is a report of the IEA International Study of Written Composition.

Pub Type—Information Analyses (070) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Child Development, *Child Language, *Cognitive Processes, *Cultural Context, Educational Objectives, Evaluation Criteria, Language Skills, Models, Speech Communication, *Writing (Composition), Writing Evaluation, *Writing Instruction, *Writing Processes, Writing Research

Identifiers—Reading Writing Relationship, Theory Practice Relationship

Twenty countries are participating in the IEA International Study of Written Composition, for which this is a background report. school-based writing in particular, this report discusses the functions of writing from the point of view of culture, cognition, and child development. It also presents a usable model for constructing and evaluating writing curricula, writing tasks, writing instruction, and textbooks. Covering the domain of writing in its first section, the report discusses the following topics: (1) the origins of writing, (2) the cultural and cognitive impact of writing, (3) the functional relationship between spoken and written language, (4) differences between conversational interactivity and written composition, (5) writing as an act of communication, (6) writing as a cognitive process, (7) the development of writing, and (8) writing in a cultural context. The second section presents a general approach to school-based writing and a model of written discourse and then discusses factors related to school writing: educational objectives, the progression of writing tasks, and rating criteria. Following a conclusion, the report lists extensive references. An abstract and a price list of previous IEA reports are appended (in Finnish); there is also a Finnish version of the Introduction. (MM)

ED 240 577 CS 208 120

The English Composition and Literature Examinations of the College Board, 1980-82.

College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.

Pub Date—80

Note—15p; Best copy available.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, *College Entrance Examinations, Higher Education, *Language Usage, *Literature Appreciation, Program Evaluation, Secondary Education, Standardized Tests, Student Placement, Teacher Role, Test Format, *Testing Programs, Test Items, Test Reviews, Writing (Composition), *Writing Evaluation

Identifiers—*College Board Achievement Tests

Intended as a guide for college and secondary school educators involved in establishing institu-

tional policy or providing students with academic counseling, this booklet presents basic information about the wide variety of English composition and literature examinations offered by College Board programs. It begins with a description of the role played by school and college English teachers in keeping College Board examinations consonant with the state of the field, and then briefly describes each composition and literature examination. Finally, the booklet discusses the similarities and differences among the examinations. A series of tables provides information on the coverage, format, place and frequency of administration for each examination; describes the content specifications for the multiple choice questions of the literature examinations; and presents comparative measurement characteristics of the examinations. (MM)

ED 240 578 CS 208 124

Schumacher, Gary M. Martin, Denise
A Categorical Analysis of Writing Protocols of English School Children.

Pub Date—83

Note—11p; Paper presented at the Annual Meeting of the National Reading Conference (33rd, Austin, TX, November 29-December 3, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, Cognitive Processes, Elementary Education, Evaluation Methods, Research Methodology, Revision (Written Composition), Self Evaluation (Individuals), Writing Evaluation, *Writing Processes, *Writing Research

Identifiers—Audience Awareness, *Protocol Analysis

A study investigated differences in writing processes among second year (age 10) and fourth year (age 12) English school children using a modified protocol procedure thought to be less distracting to the writing process. Four children from each grade level wrote a descriptive paper, and their spontaneous comments during the writing period were tape recorded. Each utterance was then placed into one or more of 22 categories, and each paper was rated on a 5-point scale for content, organization, and surface elements. Results indicated that students from the two age levels wrote passages of roughly equal length and averaged the same number of comments (23). The most frequent comment category was "reviewing own experience," followed by "immediate planning." The children did not often engage in major revision of their writing; however, changes in the children's thinking process from age 10 to age 12 may play an "enabling" role in revision. Specifically, comments appeared in the 12-year-old student's protocols suggesting an awareness of paper characteristics or qualities, including effect on audience. The results suggest that protocol procedures are an effective tool for investigating children's writing, and that detailed scoring categories may make the technique effective for testing hypotheses as well as generating them. (HTH)

ED 240 579 CS 208 125

Kelly, Kathleen

We Have Met the Audience and It Is Us: Teachers as Audience in the Composition Class.

Pub Date—Mar 82

Note—18p; Paper presented at the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

Pub Type—Opinion Papers (120) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audience Analysis, Higher Education, Prewriting, Revision (Written Composition), Rhetoric, Rhetorical Criticism, Secondary Education, Student Teacher Relationship, *Teacher Role, *Writing Instruction, Writing Processes

Identifiers—*Audience Awareness

Teachers' role as primary audience has important implications for writing instruction. Teachers represent a combination of two audiences: a literal audience—a specific person or group of people implied in a writing assignment—and an ideal audience shaped by the writers themselves. As these two general types of audiences imply, writers both create and are created by their audience. Their choice of genre also reflects the internal and external pressures at work during the writing process. By providing direction in writing assignments and offering help in invention and revision, teachers can aid students in establishing a hypothetical dialogue with the audi-

ence. When teachers ask questions that help students to define their audience, for example, they ensure more successful revisions of papers. In helping to define what are acceptable and significant audiences, teachers determine how engaging students' writing will be. (MM)

ED 240 580 CS 208 126

Bolz, Sigmund A. Loughrin, Patricia L.
Teaching Writing is More Complicated than Handing Out the Paper.

Pub Date—[83]

Note—17p.

Pub Type—Opinion Papers (120) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Assignments, Elementary Secondary Education, *Interaction, *Models, *Performance Factors, Student Responsibility, *Student Teacher Relationship, Teacher Effectiveness, Teacher Responsibility, *Writing Instruction, *Writing Processes

One proposed model of the writing process describes writing as a dynamic, three dimensional, interactive process. It is dynamic in that it changes in intensity proportionate to the sophistication of the student and the teacher. It is three dimensional and interactive because, similar to the gears within a clock, it is composed of a number of smaller, dependent processes that continuously interact with and support one another. These dependent processes are the teacher, the teacher's responsibilities, the student, and the students' responsibilities, all of whose interactions are facilitated through the assignment. If the instructor's teaching style is affected by positive elements, then the teacher will most likely be effective in implementing the responsibilities of organizing, stimulating, focusing, conferencing, assessing, and diagnosing. Unlike teacher responsibilities, student responsibilities do not represent clearly defined, distinct stages but encompass rehearsing, drafting, evaluating, revising, editing, producing, and presenting. The last major component in the writing process model is the assignment, the communicative link between teacher expectations and student performance. When students know the objectives, receive direct instruction concerning the objectives, understand how the assignment will be evaluated, and have the prerequisite skills to handle the new challenge, teachers can expect positive results. (HOD)

ED 240 581 CS 208 129

Morrissey, Thomas J.
Audience, Purpose, and Persona in Student Writing.

Pub Date—[83]

Note—14p.; This paper is based on a workshop conducted at the Current Trends in Reading Conference (4th, Plattsburgh, NY, October 17, 1983).

Pub Type—Opinion Papers (120) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audience Analysis, Education Work Relationship, Elementary Secondary Education, Higher Education, Teaching Methods, Textbook Evaluation, Writing (Composition), *Writing Exercises, *Writing Instruction, *Writing Processes

Identifiers—*Audience Awareness, *Persona
In the "real" world of writing, people make writing decisions based in part on their analyses of audience expectations and their own purposes. Yet, composition teachers at all levels assign general or abstract topics for essays rather than create writing tasks that require students to reflect on target audiences. Even students are aware of the kinds of audiences and purposes they are likely to encounter beyond the classroom: the audience, purpose, and persona are essential parts of any writing task. Although many traditional textbooks offer little guidance to students or teachers as to how these elements figure within the writing process, a number of new books view the problem as central, including "Successful Writing" by Maxine Hairston and "Writing to Communicate" by Maureen Taylor. It is possible to create classroom writing tasks that force students to consider audience, purpose, and persona. However, helping students learn to invent and intervening in their writing process to promote invention and development are also part of teaching audience awareness. (A sample assignment that allows students to choose from lists of topics or purposes and audiences is included.) (HTH)

ED 240 582 CS 208 137
Handout of the Month: Creating and Understand-

ing Concrete Poetry.

National Council of Teachers of English, Urbana, Ill.

Pub Date—Sep 83

Note—3p.

Journal Cit—Notes Plus; v1 n1 p12-13 Sep 1983

Pub Type—Guides - Classroom - Teacher (052) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Assignments, *Creativity, Discussion (Teaching Technique), Pictorial Stimuli, *Poetry, Resource Materials, Secondary Education, Teaching Methods

Identifiers—*Concrete Poetry, PF Project, *Word Formation

Teaching suggestions and questions on which to build a class discussion are presented regarding concrete poetry. An example of a poem about a bird's feather in which the words are arranged in the shape of a feather is included and is intended as a student handout. In addition to suggestions for student assignments, five sources of concrete poetry conclude this brief article. (JH)

ED 240 583 CS 208 138

California State Spelling Championship Word Lists (and Spelling Bee Planning Information).

Sonoma County Superintendent of Schools, Santa Rosa, Calif.

Pub Date—[Sep 83]

Note—96p.

Available from—Sonoma County Office of Education, 410 Fiscal Drive, Santa Rosa, CA 95401 (\$3.50).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Check Lists, *Competition, Elementary Education, Guidelines, Intermediate Grades, *Planning, Regional Programs, *Spelling, State Programs, *Word Lists

Identifiers—California, *Contests, PF Project, Rules and Regulations, *Spelling Bees

This two-part document contains a spelling word list compiled by the Sonoma County Superintendent of Schools (California) for use in the California State Elementary Spelling Championship competition, along with information for planning and conducting spelling bees. The spelling word list (also intended for use in the regional competitions) is a compilation from various sources such as "Word Wealth," "Gateways to Correct Spelling," "Spelling and Word Power," "The 365 New-Words-a-Year Calendar," and several magazines. The spelling bee planning material includes contest rules and regulations; additional explanations of applications of some of the rules for the judges' information; guidelines for conducting a spelling bee with a suggested agenda; a model for planning including obtaining sponsors, scheduling the preliminary and final events, and selecting the judging team; planning room "psychology" (room layout); a sample news release; and a four-page checklist for organizing the contest. (JW)

ED 240 584 CS 208 143

Cronnell, Bruce And Others

Cooperative Instructional Application of Writing Research. Final Report. Volume One.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 82

Note—486p.; For related documents, see CS 208 144-145.

Pub Type—Information Analyses (070) — Guides - Classroom - Teacher (052) — Reports - Research (143)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors—Annotated Bibliographies, Computer Assisted Instruction, Elementary Secondary Education, Higher Education, Job Skills, Literature Reviews, Nonstandard Dialects, Research Methodology, Staff Development, Technical Writing, Units of Study, *Writing Improvement, *Writing Instruction, Writing Processes, *Writing Research

Identifiers—*Theory Practice Relationship

The first volume of a three-volume study on the relationship between writing research and instruction, this report is divided into three sections covering discussions among researchers, practitioners, and instructional experts; studies of writing research; and instructional applications. The first section describes a series of five research/practice conferences on the following topics: (1) the major

areas of writing research, (2) the relationship between language and writing among nonstandard English speakers, (3) communicating writing research to interested audiences, (4) computers in composition instruction, and (5) writing as a job skill. The second section presents an annotated bibliography of literature studies, summaries of research on the composing process and on research methodology, and a paper on applying writing research. The final section describes two instructional components: a filmstrip on helping students improve the quantity and quality of their writing and two prototype composition units suitable for use at the beginning of the third grade. (MM)

ED 240 585 CS 208 144

Cronnell, Bruce And Others

Cooperative Instructional Application of Writing Research. Final Report. Volume Two.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 82

Note—447p.; For related documents, see CS 208 143-145.

Pub Type—Guides - Classroom - Teacher (052) — Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Elementary Education, Revision (Written Composition), Sentence Structure, Spelling, Spelling Instruction, *Staff Development, Workshops, Writing Difficulties, *Writing Instruction, Writing Processes, *Writing Research, Writing Skills

Identifiers—*Theory Practice Relationship

The second of three volumes on the relationship between writing research and instruction, this report first describes a 1982 conference on writing policies and problems sponsored by the Educational Research and Development division of the Southwest Regional Laboratory (SWRL) and the California State University, Long Beach. The second section reports on a series of staff development workshops in written composition which reviewed the results of a student writing skill survey, presented a general view of the composing process and of writing instruction, and discussed specific writing problems among students in grades 2 and 3 and grades 5 and 6. The third section contains three issues of SWRL's "Instructional Improvement Digest" on teaching students to revise, teaching sentence structure and versatility, and increasing student writing quality and quantity without increasing the teacher's paper load. The final section contains four reports on the following spelling-related topics: regularity and irregularity in spelling and spelling instruction, the occurrence of selected features in elementary school spelling texts, the relative frequency of homophones in children's writing, and the use of the Proficiency Verification System (PVS) to assess students' regular spelling development. This last report includes copies of the prototype materials. (MM)

ED 240 586 CS 208 145

Cronnell, Bruce And Others

Cooperative Instructional Application of Writing Research. Final Report. Volume Three.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 82

Note—642p.; For related documents, see CS 208 143-144.

Pub Type—Information Analyses (070) — Guides - Classroom - Teacher (052) — Reports - Research (143)

EDRS Price - MF03/PC26 Plus Postage.

Descriptors—*Achievement Tests, Annotated Bibliographies, Basic Skills, *Educational Assessment, Elementary Education, *Language Arts, *Minimum Competency Testing, Multiple Choice Tests, Surveys, Test Items, Test Results, *Writing Evaluation, *Writing Research, Writing Skills

Identifiers—Theory Practice Relationship

The last of three volumes studying the relationship between writing research and instruction, this four-part report focuses on writing assessment. The first section details specifications for an instrument assessing student writing samples and the following composition skills: word processing, sentence processing, paragraph development, organizational

skill, use of dictionary and reference sources, spelling, and writing mechanics. It also reports on the administration of such an assessment instrument to students from grades 1 to 6 in the Los Angeles Unified School District. The second section discusses specifications for competency based assessment of the following language arts skills: (1) listening, (2) grammar usage, (3) sentence structure, (4) capitalization and punctuation, (5) language expression, (6) spelling, (7) literature, and (8) study skills, media literacy, and nonverbal communication. The third section briefly describes the reading, mathematics, and language proficiency surveys and review exercises administered to entering high school students in the Sacramento City Unified School District, and the final section presents an annotated bibliography of assessment reports. (MM)

ED 240 587 CS 208 147
Walsh, R. D., Ed.
Donald Graves in Australia—"Children Want to Write..."

Primary English Teaching Association, Rozelle (Australia).
Report No.—ISBN-0-909955-35-2
Pub Date—Jun 83
Note—119p.

Available from—Primary English Teaching Association Ltd, P.O. Box 167, Rozelle, New South Wales 2039, Australia (\$6.25).

Pub Type—Guides - Classroom - Teacher (052) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Child Language, Cognitive Processes, Elementary Education, *Learning Theories, Revision (Written Composition), Teacher Role, Teaching Methods, *Writing Instruction, *Writing Processes, *Writing Readiness, Writing Skills

Identifiers—*Graves (Donald)

The articles in this collection are intended to present a detailed picture of the work of Donald Graves and his associates at the Writing Process Laboratory (WPL) of the University of New Hampshire. The introduction provides an overview of the work of Graves and examines his views of beginning writing, writing conferences, revision, audience, and the role of writing in learning. The remainder of the book consists of the following articles prepared by staff at the WPL: (1) "Patterns of Child Control of the Writing Process," by Graves; (2) "The Researcher Who Watches Children Write," by Susan Sowers; (3) "KIDS CAN RIT SUNR THN WE THINK," by Sowers; (4) "Writing Taps a New Energy Source: The Child," by Lucy McCormick Calkins; (5) "What Children Show Us about Revision," by Graves; (6) "Children Learn the Writer's Craft," by Calkins; (7) "One Child, One Teacher, One Classroom," by Barbara Kamler; (8) "When Children Want to Punctuate," by Calkins; (9) "Making Time for Writing," by Judith E. Egan; (10) "Who Says Children Can't Write the First Week?" by Mary Ellen Giacobbe; and (11) "Revision: In Writer's Workshop and Classroom," by Graves and Donald M. Murray. (FL)

ED 240 588 CS 208 148
Twy, Eileen

Time for Writing in the Elementary School.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0025

Note—39p.; TRIP: Theory & Research into Practice.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 54697, \$3.50 member, \$4.00 non-member).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Environment, Classroom Research, Classroom Techniques, Content Area Writing, Elementary Education, Language Arts, Student Attitudes, Student Developed Materials, *Time on Task, Writing Exercises, *Writing Instruction, *Writing Processes, *Writing Research Identifiers—Invention (Rhetorical), *Theory Practice Relationship

Intended to help elementary school language arts

teachers provide students with opportunities for unprescribed writing according to a natural writing process, this booklet discusses research and practice in the writing process and creating a supportive classroom environment. The first part of the booklet examines theory and research on the stages and fluctuations of the writing process, the use of memory in invention, the rewriting process, and writing interests and attitudes. The second half of the booklet explores ideas and suggestions for discovering when extra writing time is needed and by which students, and ideas for incorporating more off-stage thinking time into the language arts curriculum. (HTH)

ED 240 589 CS 208 149
Reigstad, Thomas J. McAndrew, Donald A.

Training Tutors for Writing Conferences.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0025

Note—50p.; TRIP: Theory & Research into Practice.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 55065, \$4.75 member, \$5.50 non-member).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Models, Peer Teaching, Secondary Education, Student Teacher Relationship, *Teaching Methods, *Training Methods, *Tutoring, *Writing Instruction, Writing Processes, Writing Research

Identifiers—Teacher Student Conferences, Writing Laboratories

Intended for composition teachers who see "editor/writer" conferences as the ideal teaching strategy, this booklet offers a procedure for training tutors—staff or students—to respond skillfully to a writer's work in a one-to-one context. The first half of the booklet discusses theory and research regarding the tutorial process and some principles underlying the subsequent tutorial model. The second half examines the writing and tutoring processes, and presents a schedule for training tutors. (HTH)

ED 240 590 CS 208 150
Turbill, Jan

Now, We Want to Write!

Primary English Teaching Association, Rozelle (Australia).

Report No.—ISBN-0-909955-47-6

Pub Date—Jul 83

Note—74p.

Available from—Primary English Teaching Association Ltd, P.O. Box 167, Rozelle, New South Wales 2039, Australia (\$6.00).

Pub Type—Guides - Classroom - Teacher (052) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Books, *Conferences, Educational Innovation, Elementary Education, Individualized Instruction, Peer Evaluation, Student Attitudes, *Student Developed Materials, *Student Motivation, Student Teacher Relationship, *Writing Evaluation, *Writing Instruction, *Writing Processes, Writing Skills

Identifiers—Reading Writing Relationship, Teacher Student Conferences, *Writing Programs

The seven chapters of this book describe the process conference approach to writing instruction. The first chapter presents four principles used in this approach: adequate daily practice time, student control over and responsibility for writing, emphasis on the writing process, and frequent brief conferences between teacher and students and among peers. The second and third chapters discuss frequent problems in implementing the program and effective classroom management strategies, while the fourth describes different types of conferences. The fifth chapter discusses the different parts of the writing process, suggests how to incorporate work with punctuation and spelling into the program, and evaluates publishing aims and methods. The sixth chapter considers the impact of the writing program on other areas of the curriculum, citing improved student reading skills, a greater integration of the language, and increased student responsibility for

learning. The final chapter discusses various methods of evaluating the writing program and suggests ways of keeping parents informed. (MM)

ED 240 591 CS 208 151
Turbill, Jan, Ed.

No Better Way to Teach Writing!

Primary English Teaching Association, Rozelle (Australia).

Report No.—ISBN-0-909955-39-5

Pub Date—Mar 82

Note—97p.

Available from—Primary English Teaching Association Ltd, P.O. Box 167, Rozelle, New South Wales 2039, Australia (\$7.00).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Books, Conferences, Educational Innovation, Elementary Education, Individualized Instruction, Peer Evaluation, Student Attitudes, *Student Developed Materials, *Student Motivation, Student Teacher Relationship, *Writing Evaluation, *Writing Instruction, *Writing Processes, Writing Skills

Identifiers—Reading Writing Relationship, *Saint George Writing Project (Australia), Teacher Student Conferences, *Writing Programs

Divided into a major kindergarten to second grade section and a smaller primary school section, this book uses the comments of the elementary school teachers involved to describe the St. George (Australia) Writing Project's conference approach to teaching writing. Following a brief description of this approach as featuring adequate daily practice time, student control over and responsibility for writing, emphasis on the writing process, and frequent brief conferences between teachers and students and among peers, the two sections each cover the following topics: (1) developing the project; (2) early classroom experiences with the new approach; (3) classroom organization; (4) using the writing conference effectively; (5) accommodating different activities—choosing topics, drawing, inventing spelling, creating drafts, and preparing for publication—during the writing time; (6) publishing the writing; (7) programing and evaluating the process writing approach; and (8) discovering additional benefits of the conference approach such as greater student involvement in learning, fewer behavior problems, and improved reading skills. (MM)

ED 240 592 CS 208 152
Dunkeld, Colin Anderson, Sandra

The Robert Gray Journal Project. An Account of a Year-Long Journal-Writing Activity in Grades Five through Eight.

Pub Date—Oct 83

Note—57p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (2nd, Seattle, WA, April 14-16, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Curriculum Development, Diagnostic Teaching, Elementary Secondary Education, Feedback, Language Arts, Program Descriptions, *Program Evaluation, Spelling, Teaching Methods, Writing (Composition), Writing Evaluation, *Writing Improvement, *Writing Instruction

Identifiers—*Journal Writing, *Writing Programs

An Oregon school implemented a program of journal writing in grades 5 to 8 and evaluated its effects upon the language arts curriculum and students' writing ability. Each of the 11 teachers in the project decided the amount of time to allocate to journal writing and the routines to establish, although all followed certain guidelines on confidentiality, daily feedback, and students' choice of topic. Questionnaires and interviews with the teachers at the end of the school year indicated that most attempted to respond in writing to students' journals regularly, but only two teachers responded daily; many found the task of responding to be a very heavy burden. Teachers reported obtaining useful diagnostic information from students' journals but very few used this information for establishing instructional priorities or teaching needed skills. Over the period of nine months every journal writing class showed gains in spelling performance ranging from slight to almost two years. Over the nine months, the total group also made modest gains in general writing ability, and the lower ability groups

made substantial gains. In addition, the journal writing program positively influenced student scores on language usage tests. (HTH)

ED 240 593 CS 208 154
Dykstra, Timothy E.
Teaching Underground: A Study of Cross-Town, Part-Time Teachers.
Pub Date—[Dec 83]

Note—11p; Paper presented at the Annual Meeting of the Modern Language Association (New York, NY, December 27-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Attitudes, *College Faculty, Educational Research, Higher Education, Occupational Surveys, *Part Time Faculty, *Shared Services, Teacher Administrator Relationship, Teacher Employment, *Teaching (Occupation), *Writing Instruction

The English department administrators for five colleges and universities in a midwestern metropolitan area were surveyed for information on the hiring of part-time faculty. The survey determined the proportion of part-time composition instruction to the total hours of composition instruction for each institution and the proportion of "cross-town" instruction (part-time teaching at more than one institution during a term) to the total part-time composition instruction. Contrary to the researchers' predictions, the results indicated the following: (1) the phenomenon of cross-town teaching was not widespread; (2) most cross-town adjunct faculty taught at only two institutions; (3) there were several distinct pools of faculty members from which specific schools hired, rather than one large pool; (4) the administrators surveyed were extremely cooperative in supplying the names of their part-time faculty; and (5) the administrators did not place constraints on their part-time faculty by limiting the number of institutions at which they could teach in any given term. The results suggest that cross-town teaching poses no problem for administrators. (HTH)

ED 240 594 CS 208 156
Burrell, Lee Jenkinson, Edward B.
The Students' Right to Know.
National Council of Teachers of English, Urbana, IL

Report No.—ISBN-0-8141-4803-4

Pub Date—82
Note—50p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 48034, \$2.00 member, \$2.25 non-member).

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Freedom, *Censorship, Community Attitudes, Educational Environment, Elementary Secondary Education, English Instruction, *Instructional Materials, Literature Appreciation, Parent Attitudes, *Parent School Relationship, Reading Material Selection, *School Community Relationship, *Student Rights, Teacher Role

Identifiers—*Teacher Rights
Intended to facilitate dialogue between concerned parents and school administrators and teachers, this booklet explores issues of intellectual freedom in elementary and secondary school education. Following an introduction outlining the conditions necessary for a productive exchange between parents and the schools, the booklet discusses the following topics: (1) the necessity for intellectual freedom in the schools, (2) how selection processes differ from censorship, (3) how censorship attacks good books, (4) censorship and organizations, (5) why censorship is increasing, (6) the rights of teachers in schools, (7) the effects of good and bad books, and (8) procedures for dealing with complaints. A selected bibliography of materials on censorship and intellectual freedom concludes the booklet. (HTH)

ED 240 595 CS 208 157
Roth, Audrey J.
Babe in Toyland—or, How I Stopped Looking and Learned to Start Living with a Computer.
Pub Date—16 Feb 84

Note—11p; Paper presented at the Annual Meeting of the Southeastern Conference on English in the Two-Year College (19th, Arlington, VA, February 16-18, 1984).

Pub Type—Opinion Papers (120)—Speeches/

Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Computer Programs, Consumer Education, Higher Education, *Microcomputers, Teaching Methods, *Word Processing, *Writing (Composition), *Writing Instruction, Writing Processes

With the advent of composition software, the microcomputer has become a valuable writing and teaching tool. In "Writing with a Word Processor" (Harper, 1983), William Zinsner details the trauma he experienced in the shift from being a pencil and paper writer to being a computer writer. However, those accustomed to composing at a typewriter will have less difficulty. When buying a personal computer for home or school use, the teacher should shop around and talk with other computer owners to find the machine and software best suited to the writers' needs. There are five steps to becoming a "computer expert" before buying: (1) sit down and become familiar with the computer, (2) meet with people who know that model of computer well, (3) learn computer jargon and lingo, (4) read computer related articles in computer magazines and professional journals, and (5) ask what the computer can do for specific writing needs. (HTH)

ED 240 596 CS 208 158
Rank, Hugh
The Pitch.
Report No.—ISBN-0-943468-00-0
Pub Date—82
Note—207p.

Available from—The Counter-Propaganda Press, Park Forest, IL 60466 (\$11.95).

Pub Type—Opinion Papers (120)—Books (010)
Document Not Available from EDRS.

Descriptors—*Advertising, Audience Analysis, Content Analysis, *Critical Thinking, Mass Media, *Mass Media Effects, *Persuasive Discourse, *Propaganda
Intended for any consumer who wishes to be informed and on guard against the persuasive tactics of the media, this book presents a method for analyzing and understanding the basic pattern of persuasion in commercial advertisements. The first chapter explains why it is important and useful to develop this critical skill. The next five chapters explain the five-part superstructure of an advertisement: attention-getting, confidence-building, desire-stimulating, urgency-stressing, and response-seeking. These are followed by a 30-second spot quiz applicable to advertisements, and an explanation of the intensify/downplay schema. The remaining three chapters contain questions to ask about any ad, a reference guide for common products and services based on the intensify/downplay schema, and a brief list of advertising expenditures for some well-known companies. (HTH)

ED 240 597 CS 208 159
Kennedy, George E.
The Nature and Quality of Compensatory Oral Expression and Its Effect on Writing in Students of College Composition. Final Report, September 1982-September 1983.
Spons Agency—National Inst. of Education (ED), Washington, DC

Pub Date—31 Oct 83
Grant—NIE-G-82-0026
Note—118p; Appendix II may be marginally legible due to small and light print.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—College Students, Holistic Evaluation, *Remedial Instruction, Sentence Structure, *Speech Communication, *Transfer of Training, *Writing Evaluation, *Writing Improvement, *Writing Instruction, *Writing Research
Identifiers—*Speaking Writing Relationship

One hundred college remedial writing students participated in a study designed to (1) demonstrate some of the differences between speaking and writing in a controlled situation; (2) test the hypothesis that the writing of subjects who have spoken about a particular topic will be qualitatively superior to the writing of those who have not; and (3) determine the degree of semantic transfer from prior speaking to subsequent writing on the same topic. Divided evenly into experimental (speak/write) and control (write only) groups, all subjects watched a film as stimulus for writing. The experimental subjects were interviewed individually on the subject of the film, the conversations were tape recorded, and students were asked to write a 30-minute essay on a general

topic generated by the film. The control subjects were given the same instruction but were asked only to write the 30-minute essay. Essays were evaluated for quantifiable variables (words, T-units, subordinate clauses, and propositions) and judged holistically. Results indicated that the speak/write technique proved beneficial to the writing of the experimental subjects. Not only did their fluency in the use of certain quantifiable variables prove to be greater than that of the control group, but judged holistically their essays were of higher quality in terms of sophistication and number of ideas expressed, development, and organization. In addition, the prior oral exposition stimulated thinking and facilitated organization. (Appendix contains instructions for evaluators and extensive excerpts from oral transcripts and corresponding essays.) (HOD)

ED 240 598 CS 208 160
Roberts, David Harrell
Individualized Writing Instruction in America: A Review of the Recent Literature.
Pub Date—[83]
Note—34p.
Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Higher Education, *Individualized Instruction, Learning Modules, *Literature Reviews, Models, Peer Teaching, Program Descriptions, *Program Effectiveness, *Research Needs, Research Problems, *Writing Instruction, *Writing Processes

Identifiers—*Writing Laboratories
A review of the literature on individualized instruction in writing centers and other places reveals several histories, theories, and rationales for such instruction. Suggested models of instruction emphasize the progress of the individual through conferences, individualized assignments, high levels of peer interaction, and grade negotiation. The best programs are identified as those that offer an eclectic, inductive, team-designed approach to teaching composition, focusing on writing as an ongoing learning process. The worst programs are considered to be those focused on grammar and mechanics and those that are machine or program centered. Despite the many advantages that have been credited to individualized instruction, a number of objections have also been raised, including isolation from peers, superficial individualization and a fragmented presentation of modules. The number of studies that have examined the effectiveness of individualized instruction yield no consensus since many of the studies are flawed in design and inconsistent in their results. In fact, the bulk of the literature concerning individualized, self-paced or auto-instructional writing courses is subjective and highly interpretive, suggesting a need for further studies of the effectiveness of individualized and classroom modes of instruction. (HOD)

ED 240 599 CS 208 161
Smith, Eugene
The Literature Classroom as a Community of Interpreters.
Pub Date—[80]
Note—20p.

Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *English Instruction, *Group Discussion, Literary Criticism, *Literature Appreciation, Peer Evaluation, *Questioning Techniques, *Reader Response, Revision (Written Composition), Secondary Education, *Writing Exercises

Identifiers—Coup de Grace (Bierce), Death of the Ball Turret Gunner (Jarry), Reader Text Relationship, Red Badge of Courage

Reflecting the reader-response theory of literature—a theory suggesting that literature is made dynamic through interaction between reader and text—this report presents ways of extending high school students' imaginative grasp of human experience. Using three works—Randall Jarrell's poem, "The Death of the Ball Turret Gunner," Ambrose Bierce' short story, "The Coup de Grace," and Stephen Crane's novel, "The Red Badge of Courage"—this report shows how reading, discussing, and writing on these works can help students connect literary and personal experiences. It suggests that discussion should begin only after the entire work is read and that teacher questions, whether aimed at comprehension or personal reactions, should serve as starters for exploration rather than occasions for

testing recall or attentiveness. Furthermore, the report suggests that student writing, from initial draft, to sharing with peers, to final revision, should help students relate experiences in the novel with their own lives. (MM)

ED 240 600 CS 208 162

Ramsay, Richard David.
Teaching Native and Nonnative Speakers Together
in Professional Communication Courses.

Pub Date—Mar 83

Note—10p; Paper presented at the International Convention of Teachers of English to Speakers of Other Languages (17th, Toronto, Canada, March 15-20, 1983).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)—Opinion Papers (120)
EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Acculturation, *Communication Problems, *Culture Conflict, *English (Second Language), Foreign Students, Higher Education, *Intercultural Communication, Professional Associations, Standard Spoken Usage, *Student Teacher Relationship, Teacher Effectiveness, *Teacher Role, Teaching Methods, Workshops
Identifiers—*Nonnative Speakers

Teaching native and nonnative English speakers together in the same classroom can be accomplished well only by a teacher who is sensitive to the concerns of the nonnative students. Personal interviews conducted with nonnative speakers indicated that the most recurrent out-of-class problems include separation from friends and family, distinctions between British and American English, and telephone conversations. Classroom problems include teachers who fail to articulate, have nonstandard accents, or neglect to emphasize the main points. Differences between textbook English and spoken usage, as well, in some instances, as the culture shock of seeing women in a position of authority in the classroom, can also provide interference. Teacher efforts to resolve these problems include articulating clearly and clarifying material, being aware of the difficulties posed by slang, and recognizing the differences between British and American dialects. Workshops for nonnative speakers and teacher involvement with professional societies can also be of great help. (HTH)

ED 240 601 CS 208 163

Matthews, Dorothy, Ed.

Roadblocks to Excellence: English Teachers Speak
Out! Opinions from Classroom Teachers, Past Presidents of NCTE, President of IATE, Chairpersons of SLATE, Department Chairpersons.

Illinois Association of Teachers of English, Urbana.

Pub Date—84

Note—58p; The Illinois Association of Teachers of English (IATE) is an affiliate of the National Council of Teachers of English (NCTE).

Available from—Illinois Association of Teachers of English, 100 English Building, 608 South Wright St., Urbana, IL 61801 (\$3.00, single copy; \$10.00, yearly subscription).

Journal Cit—Illinois English Bulletin; v71 n3 Spr 1984

Pub Type—Opinion Papers (120)—Collected Works—Serials (022)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Censorship, Class Size, Educational Objectives, Educational Practices, *Educational Quality, Educational Trends, Elementary Secondary Education, *English Instruction, Job Performance, Public Opinion, School Community Relationship, *Teacher Attitudes, Teacher Role
Identifiers—National Commission on Excellence in Education

Containing 13 essays selected from teachers at many levels and from specialists in various branches of the English profession, this journal issue provides English teachers with the opportunity to answer the many charges currently being levelled at education. The opening article highlights the issues raised by the report of the National Commission on Excellence in Education. This is followed by two commentaries on excellence in education, its goals and obstacles. The next essay urges teachers to make the public aware of the importance of their task and the centrality of their role as humanitarians. An essay on basic education questions whether the three R's are sufficient for the survival and full-growth potential of individuals in today's society. Another article warns English teachers against spreading themselves too thin. One contributor suggests that the educational priorities of our nation must be reevaluated.

ated, and states that education should be a privilege earned through capability and a desire to excel. Overcoming roadblocks in the composition classroom is the topic of another article and the responses of some college freshmen to "A Nation at Risk: The Imperative for Educational Reform" are summarized by one educator. The remaining articles survey a variety of obstacles that stand in the way of English teachers' performance—from an unresponsive American public to unreasonable class sizes. (HTH)

ED 240 602 CS 208 164

Donlan, Dan

Contrastive Techniques of Training English Teachers to Become Writing Consultants.

Spons Agency—California Univ., Riverside.

Pub Date—[80]

Note—33p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Attitude Measures, *Educational Research, *Inservice Teacher Education, Locus of Control, Models, *Program Evaluation, *Role Playing, Self Concept, Self Concept Measures, Staff Development, *Teacher Attitudes, Teaching Experience, Training Methods, Writing Apprehension, *Writing Instruction

A study investigated the effect of two staff development models—role playing and open instruction—upon teachers' self-awareness and attitudes toward inservice education. In a 2x2x2 design for analysis of variance, 27 composition teachers were randomly assigned, stratified by years of experience, to two parallel but contrasting summer workshops. In assessing self-awareness, teachers rated themselves on 18 variables of group interaction. These self ratings were then correlated with those of the course instructor and a randomly selected anonymous peer, and the mean ratings of the peer evaluation. A 33-item, three scale program evaluation was administered to assess attitudes toward inservice manner or presentation, usefulness to teaching, and usefulness to consulting. Among the findings were the following: (1) role playing as a technique for training agents of change appeared to be more effective than the open instruction method, except that it may have caused participants and instructors to have similar perceptions of group process; (2) more experienced teachers tended to benefit more from inservice education than did teachers with less experience; (3) teachers of low writing apprehension tended to benefit more from inservice education than did teachers of high apprehension; and (4) teachers with an internal locus of control appeared to benefit more from inservice education than did teachers with an external sense of control. (Author/HOD)

ED 240 603 CS 208 165

King, Martha L. Rentel, Victor M.

Transition to Writing. Final Report. Volume II.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 82

Grant—NIE-G-79-0039; NIE-G-79-0137

Note—274p; For Volume I of this series, see ED 213 050.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC11 Plus Postage.

Descriptors—Child Development, Child Language, *Cohesion (Written Composition), *Developmental Stages, Grade 1, Grade 2, Kindergarten, *Language Acquisition, Longitudinal Studies, Primary Education, *Story Telling, Syntax, *Writing Readiness, *Writing Research

Identifiers—*Story Structure
Presenting a longitudinal study of factors influencing the text-forming strategies children employ in early stages of writing development, this report focuses on the differences between children's oral and written texts and the development of writing ability. The first two chapters present cohesion results, with the first chapter providing dictation and writing data for the grades 1 and 2 population and the second chapter presenting replication results comparing kindergarten-grade one and older population (grades 1-2) groups' cohesion in both dictation and writing. The third chapter discusses story structure results in terms of their theoretical significance and implications for writing development, while a fourth chapter integrates cohesion and story structure conclusions into an analysis of the transition to writing emphasizing patterns of development. Finally, the fifth chapter presents a case study

of the development of a kindergarten child's writing abilities. Appendices include (1) a description of study procedures, (2) cohesion MANOVAs by mode and grade for urban and suburban schools, (3) cohesion MANOVAs for school, mode and observation, (4) story structure MANOVAs in retelling dictation and writing at urban and suburban schools, and (5) a discussion of text length and syntactic complexity. (HOD)

ED 240 604 CS 208 166

Anderson, Betty

Books Make Social Studies and Science Come Alive.

Pub Date—[82]

Note—16p.

Pub Type—Information Analyses (070)—Collected Works—General (020)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Books, *Children's Literature, *Content Area Reading, Elementary Education, Enrichment Activities, *Instructional Materials, *Reading Material Selection, Reading Research, Teaching Methods, Units of Study

Children's books can be used to expand knowledge and increase interest in the content areas. The social understanding that first and second grade students gain from a unit on family relationships and friendships will be richer if literature is an integral part of the instruction. Titles for such a unit might include "Charlotte's Web," by E.B. White, or Charlotte Zolotow's "Big Sister and Little Sister." For third grade students, books such as "Here Come the Dolphins," by Alice Goudy, or "The Frightened Horse," by Franklin Fussell can be used in a unit on the life cycles of animals. An excellent reference source for this science unit is the "Science and Children" journal, which contains annotated references of children's books on science. A unit on oceanography was used in a fourth grade classroom to evaluate the effectiveness of literature in a content area. After all students completed a unit based on the science textbook, the experimental group participated in literature-based supplemental activities, including slide-tape presentations based on the literature, developing murals, and participating in a panel discussion. The results indicated that just having access to the books, as did the control students, is not enough. The study underscored the value of using both fiction and nonfiction materials in a structured unit and planning activities that develop students' interest in books. (HTH)

ED 240 605 CS 208 167

Bertrand, Carol V.

Factors in Holistic Ratings of Children's Writing.

Pub Date—83

Note—12p; Paper presented at the Annual Meeting of the National Reading Conference (33rd, Austin, TX, November 29-December 3, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Cohesion (Written Composition), Correlation, Elementary Education, Grade 2, Grade 5, *Holistic Evaluation, *Predictor Variables, *Writing Evaluation, *Writing Skills

To investigate factors influencing holistic writing evaluations, writing samples from children in grades two and five were evaluated holistically by a team of teachers. Papers were rated from one, for a poorly written paper, to four, for an excellent paper at that grade level. Correlations were run between holistic ratings and both traditional variables—ideas, form, creativity, mechanics, and wording—and two new variables—expressiveness of language and cohesive harmony. Holistic ratings correlated significantly with student reading and language scores on the Metropolitan Achievement Test, the number of words in the student samples, and the number of errors per 100 words. The use of expressive language, measured by the number of unique modifiers, emerged as a significant variable. No significant correlation, however, was found between holistic ratings and cohesion harmony, indicating that chain interactions were not the best measure of overall writing quality. (MM)

ED 240 606 CS 208 168

Bryant, Paul T. And Others

Trends and Issues in English Instruction,

1984—Four Summaries.

Pub Date—83

Note—16p.

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Censorship, Computer Assisted Instruction, Computer Programs, *Educational Needs, *Educational Trends, Elementary Secondary Education, *English Curriculum, *English Instruction, English Teacher Education, Humanistic Education, Language Arts, Literature Appreciation, Mass Media, *Professional Associations, Teacher Effectiveness, Visual Literacy, Writing Instruction

Identifiers—Theory Practice Relationship

Summaries of trends and issues in the teaching of English that have been identified by four commissions of the National Council of Teachers of English are presented in this report. The first summary in the report, by P. Bryant of the Commission on Composition, stresses the need for prospective English teachers to be well-grounded in the techniques of writing as well as in a current knowledge of how students learn, raises the question of teaching academic discourse, stresses the role of writing in a core curriculum, and raises the need for quality software used with microcomputers in the teaching of writing. The second summary presented is by D. England of the Commission on Media and identifies the following concerns and issues: new ways of integrating media into the teaching of English, computer use skills relevant to English and the language arts, declining visualization ability as a result of visual media, and the effect of computers on student thinking skills. In the third summary, by E. Lundy, members of the Commission on Curriculum express concern over the role of the humanities in a healthy technological society, the need to support the development of sound writing instruction at all levels, and the need to support curricula built on the best of current theory and practice. The final summary offered is by D. Turner of the Commission on Literature and identifies eight trends and issues, among them the decline of student exposure to literature, school board insistence on the use of anthologies, growing censorship, and inadequate teacher training in literature. (HOD)

ED 240 607

CS 208 179

Johns, David

Newspaper Uses of Satellite Technology.

Freedom of Information Center, Columbia, Mo.
Report No.—FOI-487
Pub Date—Jan 84
Note—9p.

Available from—Freedom of Information Center, Box 858, Columbia, Missouri 65205 (\$1.00; quantity discounts available).

Pub Type—Information Analyses (070)**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—*Communications Satellites, Facsimile Transmission, Mass Media, *Newspapers, News Reporting, *Technological Advancement, *Telecommunications, Teleconferencing

Identifiers—Associated Press, Federal Communications Commission, New York Times, United Press International, USA Today, Wall Street Journal

Replacing slower mail service, satellite transmission now gives the newspaper industry a practical and almost spontaneous method for sending all kinds of information to any newspaper across the country. Unlike other communication industries, newspapers did not begin to make widespread use of satellite technology until 1979, when government regulation requiring expensive licensure for receive-only satellite dishes was lifted. "The Wall Street Journal," "The New York Times," and "USA Today" are three major newspapers employing satellite technology, the latter being a "national daily" newspaper—a format virtually impossible without satellite transmission. The two major news wire services, The Associated Press and United Press International, have moved rapidly to install receiving stations since deregulation of receive-only dishes, thus allowing them independence from and considerable savings over transmission through telephone facilities. This technology has also made possible the concept of transmitting newspapers into subscribers' homes through television. More efficient communication within franchise businesses and "videoconferencing" are also possibilities. The most significant advantages of using satellites for news gathering will be realized if technology continues to make satellite communications more portable and less expensive, although clarity of reception is no longer guaranteed since frequency coordination of signals is no longer under regulation. (HTH)

ED 240 608

CS 208 180

Hayes, John R. Flower, Linda S.

A Cognitive Model of the Writing Process in Adults. Final Report.

Carnegie-Mellon Univ., Pittsburgh, Pa.
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—11 Oct 83

Grant—NIE-F-78-0195

Note—92p.; Figures and tables may be marginally legible.

Pub Type—Reports - Research (143)**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Aptitude, *Cognitive Processes, College Students, Expository Writing, Higher Education, Models, Planning, *Research Methodology, Writing Improvement, *Writing Processes, *Writing Research, *Writing Skills

Identifiers—*Protocol Analysis

A research project was undertaken to (1) identify the major cognitive processes involved in expository writing, (2) test a model of the organization of those processes, and (3) identify teachable aids that could be used by poor and average adult writers to improve their writing skills. Subjects were expert and novice student writers at Carnegie-Mellon University in Pittsburgh, Pennsylvania. The research method employed was that of protocol analysis, with each student being asked to think aloud as he or she performed writing tasks. The resulting tapes were analyzed to discover the cognitive processes involved in writing and to develop a model of composition. The findings suggest the following: (1) there are important differences in the ways expert and novice writers handle the writing process, (2) many of the strategies employed by expert writers are teachable, and (3) one of the most promising areas for improving students' writing is in the art of planning. (Charts, tables of data, and excerpts from student protocols are appended.) (FL)

ED 240 609

CS 208 181

Perl, Sandra

Coding the Composing Process: A Guide for Teachers and Researchers.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—NIE-P-79-0170

Note—103p.; Best copy available.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Behavioral Science Research, Behavior Rating Scales, Classification, *Classroom Observation Techniques, *Data Analysis, Data Collection, Elementary Secondary Education, Guides, *Research Methodology, *Research Tools, *Writing Processes, *Writing Research

Designed for teachers and researchers interested in the study of the composing process, this guide introduces a method of analysis that can be applied to data from a range of different cases. Specifically, the guide offers a simple, direct coding scheme for describing the movements occurring during composing that involves four procedures: teaching writers how to compose aloud, taping the composing aloud sessions, coding the tapes onto the composing style sheets, and analyzing the composing style sheet. The guide describes the style sheet as a tool to (1) reduce a lengthy composing tape to a chart; (2) introduce a coding system that can be replicated; (3) sort specific, observable behaviors into defined categories that make it possible to discern regularities and patterns within and across cases; (4) provide a way of determining how parts of the process relate to the whole; and (5) present the sequences of movements that occur during composing as they unfold. The first chapter of the guide provides a background of the writing process and discusses the purpose of the coding scheme, while the second chapter examines various methods and techniques of observing the writing process. The coding scheme is explained in the third chapter and applied to the composing process of one writer in the fourth chapter, and the final chapter examines some of the questions that guide research efforts to study the writing process. (HOD)

ED 240 610

CS 208 182

Farrell, Michele, Comp.

Let's Make It Easy! A Guide to Effective Communications.

D'Youville Coll., Buffalo, N.Y.

Pub Date—Dec 83

Note—19p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiences, Bibliographies, College Students, *Communication Skills, Education Work Relationship, Higher Education, *Listening Skills, Public Speaking, *Speech Skills, Writing (Composition), *Writing for Publication, *Writing Improvement, Writing Skills

Intended for those who are preparing term papers, working on newspapers or newsletters, taking creative writing courses, composing resumes, submitting journal articles for publication, or giving oral presentations, this bibliography lists a number of resources designed to help improve communication skills. The resources are arranged according to the following headings: (1) reference works, (2) general writing skills, (3) different genres and audiences, (4) editing, (5) term paper and style manuals, (6) communication for professionals, (7) writing for the media, (8) public speaking, (9) nonverbal communication, and (10) writing careers. In addition, the guide offers a brief list of journals that feature articles on communication. (FL)

ED 240 611

CS 208 183

Wollam, Jean

Current Trends: Writing Methods Courses for Prospective English Teachers.

Pub Date—[81]

Note—19p.

Pub Type—Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Content, Curriculum Evaluation, Educational Improvement, Educational Needs, *Educational Trends, *English Teacher Education, Higher Education, *Methods Courses, *School Surveys, *Teacher Education Curriculum, *Writing Instruction, Writing Processes, Writing Research

Forty-eight professors of English or education at state universities throughout the United States were surveyed to discover what concepts state institutions were emphasizing in English writing. The survey asked 10 preliminary questions about what writing courses were offered or required for prospective undergraduate English teachers and 13 questions about the writing methods courses. Responses, obtained from 32 professors (a 67% response rate), indicate that all but two of the institutions require two or more courses in writing or language for prospective teachers, and 15 universities require four to six courses in composition or language. However, only 20 institutions require a methods course on how to teach writing. Of those writing methods courses, 84% emphasize the process of writing including prewriting, writing, revision, and different methods of evaluation. The three areas treated least extensively in these courses are writing fiction, developing plans to teach writing in the classroom, and weekly writing assignments. These results suggest that at a time when colleges, universities, and employers are complaining about writing illiteracy, a thorough course to prepare teachers to teach their students writing skills is imperative. (Appended is a table summarizing the concepts most frequently emphasized in writing methods courses.) (HOD)

ED 240 612

CS 208 188

Hocking, Joan Vianesky, Cheryl

Incorporating the Microcomputer into the Traditional English Classroom.

Pub Date—Oct 83

Note—14p.; Paper presented at the Annual Meeting of the Northeast Regional Conference on English in the Two-Year College (18th, Atlantic City, NJ, October 13-15, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Educational Trends, Elementary Secondary Education, *English Instruction, Higher Education, *Microcomputers, Prewriting, Revision (Written Composition), Teaching Methods, Word Processing, Writing Exercises, *Writing Instruction

Identifiers—Invention (Rhetorical)

The incorporation of microcomputers into the traditional English classroom is currently in a transitional phase. Each new use of the computer affords teachers new possibilities for teaching approaches, and the succession of uses already employed suggests that each experiment increases the distance from traditional methods. This can be illustrated by describing the five major uses of the computer in English: drill, tutorial, prewriting or invention, word

processing, and revision. The latter three are obvious departures from conventional learning techniques. Important advantages of computer assisted instruction are that it engages all students in the work, allows more individual attention from both peers and instructor, and lends itself to a calm and positive atmosphere. Most importantly, computers eliminate one of the more annoying problems of revision-messiness. Computer assisted instruction also has disadvantages, however, including problems both for students who cannot type and for teachers unaccustomed to the physically exhausting routine of monitoring students individually. The microcomputer is not a passing fad, but a functional tool that has been effectively integrated into many educational disciplines, including English. Teachers should take advantage of the technology that has aroused the interest and attention of students and direct its use to their advantage. (HTH)

ED 240 613 CS 208 189

Ellis, W. Geiger, Ed.
The ALAN Review. Winter, 1984.
Assembly on Literature for Adolescents, Athens, GA.

Pub Date—84
Note—28p.; Advertising has been removed.
Journal Cit—The ALAN Review; v11 n2 Win 1984
Pub Type—Collected Works - Serials (022) —
Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adolescent Literature, Audiences, *Authors, Bibliographies, *English Instruction, *Literature Appreciation, Novels, Reading Interests, Reading Material Selection, Recreational Reading, Secondary Education, Writing for Publication

Intended for the junior high school or secondary school English teacher, the articles and features in this journal focus on young adult literature and the adolescent audience. The first article, Zibby Oneal's "Writing for Adolescents: Pleasures and Problems," describes the responsibilities of authors of adolescent fiction, while the second article, "YA Detective Fiction: Nancy Drew and the Age of Technology," by Anita Fisher, explains how the genre of Drew mysteries have adjusted to the computer world. The third article, Lin Buswell's "Rural Youth: The Forgotten Minority," offers a brief discussion and bibliography of novels portraying rural adolescents, and the fourth article by Margaret Sacco presents ways of teaching students to use the "Essay and General Literature Index." Specific pre-reading, reading, and postreading strategies are suggested in Gerrit W. Bleeker's "Using Young Adult Fiction to Reintegrate the Language Arts." The sixth article, Patricia P. Kelly's "Before Teaching" a Novel: Some Considerations," discusses selecting novels for class reading, and the final article, Tom Finn's "A Tale of Two Cities: American Young Adult Fiction in London and Paris," discusses the popularity of American adolescent fiction abroad. Other features include notes from the editor, ALAN's news highlights, and an interview with Gloria Miklowitz. (MM)

ED 240 614 CS 208 190

Sternglass, Marilyn
Sequencing Writing Tasks on the Basis of Their Cognitive Demands.

Pub Date—Nov 83
Note—8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (73rd, Denver, CO, November 18-23, 1983).
Pub Type—Reports - Research (143) — Speeches/- Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, *Cognitive Processes, *Critical Thinking, Expository Writing, Higher Education, Persuasive Discourse, *Sequential Learning, *Writing Exercises, Writing Instruction, *Writing Research, Writing Skills Identifiers—Reading Writing Relationship, *Summary Writing

An examination of student papers from three universities on the same tasks revealed that expository writing tasks were less demanding cognitively than argumentative writing tasks and that argumentative writing tasks were less demanding than speculative tasks. Another finding was that when students were able to translate a generalized task into personally meaningful problems, they used more sophisticated strategies. These findings suggest that writing tasks should be designed sequentially to stimulate students to operate on cognitive levels that challenge

their thinking and engage their interest so that they will be motivated to draw upon the resources they possess. Summary writing offers such potential. Students can be shown that summaries have "cognitive levels" that can be related to the use of reading materials as sources for developing their ideas. Summaries at the restatement level, which draw on the text's actual language, are analogous to the use of direct quotations in their writing. Summaries at the descriptive level, which follow sequentially the text's main arguments, are related to the use of paraphrase in their writing. And summary writing at the analytic level, which requires students to take arguments apart to see how they are constructed, prepares them to view the reading texts critically and to use them as take-off points in exploring their own thinking. (HOD)

ED 240 615 CS 208 192

Kucer, Stephen B.
Controlling the Writing Process: Not a Monolithic Process.

Pub Date—May 83
Note—18p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (16th, Montreal, Canada, May 10-14, 1983).
Pub Type—Reports - Research (143) — Speeches/- Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Processes, *Coherence, *Cohesion (Written Composition), College Freshmen, Higher Education, Influences, *Locus of Control, *Writing Processes, *Writing Research In order to evaluate writer control of global coherence under various contexts, writer texts produced by 13 college freshmen enrolled in a basic skills section of a composition course were collected as a natural part of the ongoing instruction. The texts examined were written on five different topics: misuse of power, a personal experience of the writer, schooling, a writer-selected topic, and discrimination. Each assignment required different types of cognitive, linguistic, and textual manipulations on the part of the students; demanded the use of different background knowledge; and were produced under various time constraints. The written texts were then given to three readers and ranked in terms of their overall or global coherence. Results showed that as ranking conditions varied for the students, so did their ability to control global coherence. For almost all writers, rank within one writing condition was not predictive of rank within another. Furthermore, different writers were affected differently by different tasks and sensitive to different aspects of each writing condition. Just as a writer's control of coherence within one writing condition was not predictive of control within another, overall writer control of coherence was not always predictive of control from one task to another. These results suggest that growth in writing is a process that involves the writer's ability to use and control strategies within an ever widening range of contexts. (HOD)

ED 240 616 CS 208 193

Blackburn, William
"Terrible Thoughts": The Instinct of Revolt in Children's Literature.

Pub Date—May 83
Note—14p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (16th, Montreal, Canada, May 10-14, 1983).
Pub Type—Opinion Papers (120) — Speeches/- Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aggression, *Characterization, Child Development, Child Psychology, *Children's Literature, *Evaluation Criteria, Hostility, *Literary Criticism, Literature Appreciation, *Moral Values, *Value Judgment

Adults must be willing to accept attitudes of criticism and rebellion as serious and valuable components of children's literature, but they should also expect a good children's book to make some sort of moral evaluation of those attitudes. For example, while one may respect the candor with which "Hansel and Gretel" depicts the struggle of children against adults, one must also question its indulgence in moral over-simplification. The wicked witch or evil stepmother, as the incarnation of all those aspects of the mother that the child finds threatening, is a figure of absolute evil, utterly devoid of all human goodness. Stevenson in "Treasure Island" permits the supreme act of rebellion against adult aggression to occur only as a mechanical act, not as one deliberately and rationally chosen by the child. J. M. Barrie, on the other hand, in "Peter Pan"

makes a moral judgment about Peter Pan's behavior. Since Peter refuses to leave the island—a paradise of childhood—he cannot find a heart; and to the extent that Peter fails to find a heart, the novel judges his rebellion a failure. One should have reservations about endorsing the moral implications of any work that encourages children to think in terms of absolute good and evil to the detriment of such qualities as sympathy and compassion. Literature should be judged not only by the complexity and sophistication with which it presents moral issues, but also by its display of humanity. (HOD)

ED 240 617 CS 504 223

Strong, William F.
Captain's Log...The Speech Communication Oral Journal.

Pub Date—83
Note—8p.
Journal Cit—Texas Speech Communication Journal; v8 p35-38 1983
Pub Type—Journal Articles (080) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiotape Recordings, *Educational Benefits, Guidelines, Higher Education, *Speech Communication, *Speech Improvement, Speech Instruction, *Speech Skills, *Tape Recordings, Teaching Methods, Verbal Communication Identifiers—*Oral Journals, PF Project, *Student Journals

The logic and the benefits of requiring college students in basic speech communication classes to tape-record oral journals are set forth along with a detailed description of the assignment. Instructions to the students explain the mechanics of the assignment as follows: (1) obtain and properly label a quality cassette tape; (2) make seven extemporaneous, three-minute entries during the semester; (3) listen to the instructor's critique of the first two entries so that the final five entries can be improved; and (4) include observation, analysis, and application as parts of each entry. The difficulty of establishing criteria for grading is discussed as are the benefits of the oral journal to the professor as well as to the student. (EM)

ED 240 618 CS 504 226

Communication Skills 8 (Non-Leveled Semester Class for All Eighth Graders). Persuasion Unit. Coronado-Norco Unified School District, Coronado, CA.

Pub Date—84
Note—2p.
Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advertising, *Communication Skills, Critical Thinking, Decision Making Skills, Demonstration Programs, Junior High Schools, *Persuasive Discourse, Program Descriptions, Propaganda, *Public Speaking, Speech Skills, Student Research, Units of Study, Writing Skills Identifiers—*Persuasive Strategies, PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Prior to the persuasion unit, students have spent several weeks in class utilizing library research techniques, public speaking skills, and their writing processes. The unit has been devised to give students practical experience using critical thinking and decision-making skills, persuasive language, writing and speaking abilities, and critiquing techniques. Students first brainstorm as a class for ideas on possible issues with which they are concerned (e.g., national security, abortion, drug abuse), each choosing five possible topics for their own research. One day in the library helps students peruse available materials for their possible issues. We then discuss how to state, defend, and argue an opinion fairly. Returning to the library, they limit their topics to one, decide which side of the issue they will take, and find at least two sources of information. After taking notes, they make a skeletal outline, slotting in facts where appropriate. The students write rough drafts of their persuasive papers after deciding on a specific audience (e.g., the President or an anti-abortion group). I read papers anonymously in class and students critique the form, arguments, and persuasiveness of each other's papers. Students rewrite their papers for a grade; they are later given an option to rewrite their papers for a higher grade. Finally, the class role-plays the specified audiences while students read their papers as speeches. After this experience, students are given a chance to use "unfair" persuasive arguments (bandwagon, testimonial, name-calling, card stacking, and glittering generality)—see "Scholastic

Voice," November 12, 1982, page 17)—by writing and performing commercials singly, in pairs, or in trios. In class, students brainstorm for products' names, write out dialogues, prepare props, and practice their commercials. Then commercials are videotaped and played back to the class while students critique commercials verbally and in writing, commenting on what students have done effectively and how commercials could be even better. [This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community.] (Author)

ED 240 619 CS 504 227

"The Play's the Thing"—In Which One Finds Himself and Others.

Corono-Norco Unified School District, Corono, CA.

Pub Date—84

Note—3p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acting, *Community Involvement, Demonstration Programs, *Drama, *Dramatics, Junior High Schools, Objectives, Parent Participation, *Playwriting, Program Descriptions, Student Interests, *Student Participation, *Teacher Developed Materials, Teacher Participation, Teacher Role

Identifiers—PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Two-semester program: The working center of the program is the production of two original plays, written by the drama teacher of Raney Junior High and based on ideas or interests researched by teacher and drama students. Four goals direct the writing of each play: (1) to have the original play do what the professional plays do not do—have the typical turnout for a school play (thirty hopeful girls for every ten boys); (2) to present diverse aspects of specific historical events or movements; (3) to illustrate ethical or moral predicaments and struggles of individuals and/or groups; (4) to provide a structure in which the creative, practical, and technical talents and skills can come together in a broad and various learning experience for each participant; i.e., the "actor" must also become the "carpenter"; the leader in one phase of the production must become the follower in another phase. Subject matter of plays reflects the goals: USO girls stranded during World War II; the reactions of the women of New Orleans to Andrew Jackson and his "dixie shirts"; the boom and bust of the "Roaring Twenties"; an Irish village in conflict with its English overlords; a futuristic flight into a world where the images of the "idiot box" are no longer what one watches but what one lives; an old woman's fight with the Right of Public Domain; a Saxon keep's struggle against its Norman conquerors; a group of women "libbers" setting up a co-op farm; a southern family split by differing views of the approaching Civil War, etc. Seventh, eighth, and ninth graders form the acting nucleus. Elementary and high school students, as well as faculty members, serve as guest actors. Work and technical crews come from everywhere: students, faculty, administration, parents, and community people. Involvement is broad—from set construction to costuming; from program printing to technical problem solving. A retired coal miner, a Ph.D., a finance consultant, and a wildcat oil man have been very important parts of a very important support system. An award-winning photographer has sold tickets for us; a football coach has cooked chili for the work crew. By the simple process of asking for it, we have received help from the biggest and the best: when a bagpipe was needed, an antique collector provided one; when fifty crackerjack uniforms were needed, the United States Navy provided them. [This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community.] (Author)

ED 240 620 CS 504 327

Bybee, Carl R.

Uses and Gratifications Research and the Study of Social Change.

Pub Date—May 83

Note—30p.; Paper presented at the Annual Meeting of the International Communication Association (33rd, Dallas, TX, May 26-30, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Audience Participation, Audiences, *Mass Media Effects, *Media Research, Models, Personal Autonomy, Political Power, Research Needs, Research Problems, *Speech Communication, *Theories

Identifiers—*Audience Response, *Uses and Gratifications Research

The uses and gratifications paradigm, like the initial conceptions of media effects, can be viewed as a compatible elaboration of contemporary social and political theory. The fundamental assumptions of the uses and gratifications approach, particularly the assumptions regarding the nature and extent of audience activity and the ability of the audience to recognize and act in their own best interest, implicitly bind the approach to a limited conception of the distribution and maintenance of political power. Just as the strictly behavioral orientation of the pluralist theory promotes an overly narrow conception of the exercise of power, so the behavioral orientation of the uses and gratifications paradigm, by placing so much faith in the audience's ability to self-report the immediate as well as larger implications of their media orientations, over-emphasizes the degree of audience autonomy. If the uses and gratifications paradigm is to truly reflect the audience's media experience, it must reject the optimistic and simplistic notion that an active audience implies a powerful audience. (HOD)

ED 240 621 CS 504 329

McAnany, Emile G.

From Modernization and Diffusion to Dependency and Beyond: Theory and Practice in Communication for Social Change in the 1980s.

Pub Date—1 Jul 83

Note—38p.; Keynote address presented at the Conference on International Communication and Agriculture (Urbana, IL, April 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Communication Research, Developed Nations, *Developing Nations, Economic Development, Intellectual History, *Intercultural Communication, International Relations, *Social Change, *Technological Advancement

Identifiers—*Development Communication, Theory Development, Theory Practice Relationship
Through a review of development literature, this paper examines the changes that have occurred in thinking about the role of communication in developing nations. The first section of the paper surveys the theories of the past, including those of the neo-classical and Marxist scholars. The section also looks at the emergence of the dependency theory, examines paradigms as research complexes, and discusses theory and practice gaps in communications. The second section of the paper looks to the future and to an integration of theory and practice. Among the topics discussed in this section are (1) the meaning of communication in development; (2) development priorities of the 1980s; (3) Third World communication priorities and expectations in the 1980s, including the role of the new technologies in development, new communication and cultural policies, and alternatives for democratization and participation; (4) potential areas of change in communication, including the organization of people, areas of rural need, and communication technologies and rural development; and (5) new paradigms and practices in the 1980s. (FL)

ED 240 622 CS 504 330

Ledingham, John A.

The Information Society: Fact or Charming Mythology?

Pub Date—May 83

Note—32p.; Paper presented at the Annual Meeting of the International Communication Association (33rd, Dallas, TX, May 26-30, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitude Change, Consumer Economics, *Futures (of Society), *Information Systems, *Information Utilization, Media Research, Research Problems, *Technological Advancement, *User Satisfaction (Information), *Video-text

Identifiers—Media Role

Today the majority of the United States work force is employed in the production, processing, and dissemination of information. However, the situation with regard to videotex, the medium that served as the basis for predicting an information society, is far from settled. The statistics concerning videotex are impressive, the technology fascinating, and the promise tantalizing. However, there is good reason to doubt that the medium is on the verge of universal availability, much less adoption, and certainly much less dominance. At this time, after all the marketing hyperbole is stripped away, the facts remain that most videotex systems are in the testing stage, are not two-way, and have not yet proven their attractiveness. Many of these alternative ways of gathering information or of conducting transactions are not perceived overwhelmingly by consumers as having advantages over tried and proven methods. While an impressive percentage of potential consumers seem predisposed to adopt videotex, some 40 years of mass media research has shown the difficulty in linking experimental predispositions or attitudes to ultimate behavior in field studies. Despite the failure to link attitudes and behavior, predictions are still being made of a "wired nation," but the information available indicates that this is more charming mythology than fact. (Summaries of videotex usage in Europe, Canada, and the United States are appended.) (HOD)

ED 240 623 CS 504 366

Pickett, Terry A. Sorenson, Ritch L.

An Exploratory Investigation of the Relationships among Organizational Cultures, Organizational Communication Systems, and Member Satisfaction and Commitment.

Pub Date—May 83

Note—70p.; Paper presented at the Annual Meeting of the International Communication Association (33rd, Dallas, TX, May 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Communication Research, Communication Skills, *Culture, Decision Making, Higher Education, *Job Satisfaction, *Organizational Climate, *Organizational Communication, Organizational Effectiveness, Simulation

Identifiers—*Organization as Culture

A study examined the relationship between organizational communication systems and organizational culture and between culture and two human relations-based outcomes—satisfaction and commitment. Subjects were 26 college students who were assigned positions in one of two simulated, bureaucratic organizations that functioned for four class periods. Each organization consisted of upper management, production, and supply and delivery personnel. The goal of the organizations was to make profits from the sale of a product. Each subject completed a number of questionnaires and scales to measure the various aspects of organizational culture (image, coorientation, and coordination), organizational communication, and satisfaction and commitment. General findings indicated a clear communication-culture relationship such that communication created culture. Less clear was the impact of the communication-created culture on member satisfaction and commitment. The results also suggested that communication and culture affected member satisfaction in general and direct ways, and that satisfaction served to induce member commitment to the organization. (Copies of the scales and questionnaires used in the study, along with extensive tables of data are appended.) (FL)

ED 240 624 CS 504 435

Moe, Christian H.

Mordecai Gorelik: A Scholar and Writer Who Addresses Humanity.

Pub Date—Aug 83

Note—21p.; Paper presented at the Annual Meeting of the American Theatre Association (Minneapolis, MN, August 7-10, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Authors, *Drama, Literary Criticism, Literary History, Production Techniques, *Professional Recognition, Scholarship, *Speech Communication, *Theater Arts

Identifiers—*Gorelik (Mordecai)

The author pays tribute to Mordecai Gorelik, a noted critic and scholar of the theatre, by reflecting

on the man's critical and dramatic writing. Turning first to his critical writing, the author makes special mention of Gorelik's essays in newspapers and notable journals, his book and production reviews, his articles on theatre appearing in both the "Encyclopedia Britannica" and the "Encyclopedia Americana," his contributions to other books, and his classic 1940 work, "New Theaters for Old," which synthesized a century of modern drama and theatre. In his mention of Gorelik's dramatic writing, the author reflects on the following works: "Herr Biedermann and the Firebugs," "The Annotated Hamlet," "The Big Day," "Paul Thompson Forever," "Rainbow Terrace," "Andrus, or the Vision," "United We Stand," and "Yes and No." (HOD)

ED 240 625

CS 504 337

Burns, David G.

William Norwood Brigrance and Wabash College: "Briggle" and the Cavenem.

Pub Date—13 Nov 83

Note—25p; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983). Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Careers, College Faculty, Higher Education, Liberal Arts, *Professional Recognition, Public Speaking, *Scholarship, School Support, *Speech Communication, Writing for Publication Identifiers—Brigrance (William Norwood), Wabash College IN

Tribute is given to William Norwood Brigrance, who for 38 years—until his death in January 1960—taught speech primarily at Wabash College, Indiana. In his accolade of Brigrance, the author presents five reasons Brigrance served his speech profession in a small liberal arts college: (1) he needed freedom to write his articles and textbooks, (2) he and his family felt ties with the area, (3) he had developed an extensive range of speaking opportunities, (4) Wabash College met his demands for both philosophical and financial support, and (5) he was devoted to the role of colleges such as Wabash in training students to participate effectively as both professionals and citizens in a democratic society. (HOD)

ED 240 626

CS 504 441

Thomas, David A.

Research in Forensics from the Past Five Years: Trends, Omissions, and Recommendations.

Pub Date—Nov 83

Note—38p; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983). Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Communication Research, Debate, *Discourse Analysis, Higher Education, *Persuasive Discourse, *Research Methodology, *Speech Communication, Speech Instruction, Speech Skills

Identifiers—*Theory Development

A review of literature in the speech communication field from 1978 to 1983 reveals developments emerging in the area of forensics, while a review of the contributions to theories of debate analysis reveals advances in both policy systems theory and in hypothesis testing. Although much of the research is directed toward forensics educators, it is closely tied to argumentation and decision theory, thereby offering the potential for making a significant contribution to knowledge in the wider scholarly discipline. The research in individual events shows a few qualitative studies, a number of essays devoted to a coherent and in-depth analysis of a specific theme (argument in individual events), and some critiques and proposals for future research. The literature related to nonpolicy debating is still in its early stages of development and can be characterized as anecdotal, subjective, and exhortatory. (HOD)

ED 240 627

CS 504 450

Ratloff, Gerald Lee

Pantomime: Developing Imaginative Performance Skills.

Pub Date—10 Aug 83

Note—32p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Body Language, Characterization,

Creative Dramatics, *Exercise, Higher Education, Human Posture, Interpretive Skills, *Movement Education, *Nonverbal Communication, *Pantomime, Relaxation Training, Self Expression, *Theater Arts

Having defined pantomime as the art of communicating ideas and emotions without dialogue, this report stresses the role of the body in suggesting an idea, impression, sensation, or character and offers a series of exercises to help develop the muscular coordination and graceful movement characteristic of good pantomime technique. The first series of exercises presented reviews the principles of relaxation and concentration necessary to visualize the size, weight, and texture of imaginary objects while the next set stresses the role of posture in suggesting a character's mood and attitude. Other exercises that help develop the precise hand gestures necessary to convey significant moods and attitudes and suggest specific forms are offered. The report further develops the art of gesture with exercises emphasizing the importance of facial expression and bodily actions and enhances movement awareness with exercises requiring a bodily response to a suggested mood or attitude. Finally, characterization, which involves placing a well-defined character in a specific situation or environment, is developed by a series of exercises intended as models for imitation. The report also provides a series of supplementary exercises useful for developing the skills of handling props and working in group pantomimes. (HOD)

ED 240 628

CS 504 451

Howell, William S.

Coping with Frontiers.

Pub Date—Apr 81

Note—18p; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 9-11, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication (Thought Transfer), Communication Research, *Educational Change, Educational Trends, Futures (of Society), Higher Education, Intellectual History, Intercultural Communication, Interdisciplinary Approach, Organizational Communication, *Professional Development, *Professional Recognition, Professional Services, Scholarship, *Speech Communication

Over the past fifty years, the speech communication discipline has confronted more frontiers than most. Earlier frontiers involved a preoccupation with physiology and an application of electricity to speech communication in a myriad of ways. Another reliable source of frontiers and one that led to fragmentation or a speech department of unified diversities is the seeking of specializations within speech communication. Later frontiers revolved around a fascination with intercultural communication and the necessity to deal with communication across cultures. A more recent and more rapidly advancing frontier concerns organizational communication. Both of these frontiers—organizational communication and intercultural communication—are of equal importance. Both are joint ventures with other disciplines and as such they reflect the continuing frontier of working out satisfactory relationships with related fields of study. A divisive frontier that challenges the profession is one of interaction, of fitting metaphoric and experientially derived notions that are useful and operationally valid into a statistical world. (HOD)

ED 240 629

CS 504 461

Bryant, Donald C.

The First Fifty Years Are the Hardest: A Retrospective View for CSSA's Fiftieth Anniversary, 10 April 1981.

Pub Date—10 Apr 83

Note—16p; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 9-11, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Conference Papers, Conferences, *Educational Change, Educational Trends, Personal Narratives, *Professional Associations, Public Speaking, Rhetoric, *Speech Communication, Speeches

Identifiers—*Central States Speech Association

Through personal reminiscences, the author offers

a retrospective view of the first fifty years of the activities of the Central States Speech Association. Reflecting on past papers and convention programs, the author calls attention to the proliferation and diversification of interests in speech communication's instructional and investigative activities and while lamenting the decline in rhetorical studies, points out that they have always had a salutary power of comeback. (HOD)

ED 240 630

CS 504 502

Sanders, Wayne

Curbing the Employer's Power to Suppress Communication: A Review of State and Federal Statutes Protecting the Communication of Private Sector At Will Employees.

Pub Date—Apr 84

Note—32p; Paper presented at the Annual Meeting of the Southern Speech Communication Association (54th, Baton Rouge, LA, April 5-7, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Civil Rights, *Civil Rights Legislation, *Employer Employee Relationship, Employment Practices, Federal Legislation, *Freedom of Speech, *Labor Legislation, Labor Relations, Self Expression, *Speech Communication, State Legislation

Most employees in the United States are employees at will—they can be fired for any or no reason. In one exception to this rule, however, federal or state statutes protect employee expression, most significantly in the area of private employee testimony. The protective schemes developed by Congress and the state legislatures are of two types: those designed to protect employees testifying before courts, labor commissions, or legislatures and those designed to protect employees testifying about specific statutes concerning air pollution, wages and hours, coal mine health and safety, and so forth. Another major category of statutes protecting employee communication are those that protect political activities such as expressing political opinion, supporting a particular party or candidates, and running for and serving in political office. Thus far, legislative protection seems to be more common either when the communication is far removed from the job or when a narrow, tightly developed statute exists to avert some grave danger. Even in the present fragmented statutory approach, legislation protecting employee communication has been passed during the past decade at a rate far greater than at any other time in history. Legislatures face the basic question of whether or not organizations can operate efficiently if their employees are free to communicate. (HOD)

ED 240 631

CS 504 508

Webb, Lynne

Teaching Implications: Components of a Unit on Interpersonal Communication and Aging.

Pub Date—Nov 83

Note—28p; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Aging (Individuals), Course Descriptions, *Course Objectives, Family Relationship, *Gerontology, Higher Education, Human Services, Interpersonal Attraction, *Interpersonal Communication, *Interpersonal Relationship, Marriage, Speech Communication, Units of Study One possible unit on interpersonal communication and aging consists of five components: interpersonal attraction, talk with friends and neighbors, marital communication, family communication, and personal communication with service providers. The component on interpersonal attraction explains the complex relationship of age to attraction, while the component on talk with friends and neighbors shows that the elderly live in a social world very similar to the college student—both see friends and neighbors come and go and must replace friends to avoid isolation. The component on marital communication presents a realistic picture of romantic communication through the life cycle, acquaints students with theory relevant to marital communication, and reviews extant research on communication between older partners. The component on family communication and aging presents communication theory relevant to family interactions that include older members and reviews research on

communication within the older family. Finally, the component on personal communication with service providers addresses two issues: (1) to what extent do social programs for the elderly facilitate meaningful social interaction? and (2) how can practitioners and clients communicate so that the goals of each will be accomplished with minimal discomfort? (Appendixes provide bibliographies for each component.) (HOD)

ED 240 632 CS 504 511

Schnell, Jim Wagner, Ray
The Symbolic Interactionist Use of Participant Observation: A Study of Conflict Resolution Communication in a Countercultural Setting.

Pub Date—[83]

Note—37p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Research, Comparative Analysis, Conflict Resolution, Cooperatives, Fraternities, Group Dynamics, Organizational Communication, Philosophy, Research Methodology

Identifiers—Counter Culture, Participant Observation

The conflict resolution communication attempts practiced by a food cooperative were studied to determine if they revealed the primary ideals of the counterculture philosophy. To highlight the findings, the study also examined the conflict resolution communication attempts of a fraternity—a representative of the dominant culture philosophy. Data were gathered through participant observation, interviews, surveys, and reviews of the literature written by and about the organizations. Results showed that the conflict resolution communication attempts of the food cooperative were based on a counterculture philosophy on the organizational level (ritual, procedures, clothing styles, jargon, and norms), but were essentially the same as the fraternity conflict resolution communication attempts on the core philosophy level. The findings indicate that while the formal conflict resolution formats of the two groups differed, the power bases were the same, with power usually based on who had information and position. While the cooperative generally used a form of voting within the consensus process framework instead of the actual process consensus itself, the fraternity simply discussed an issue and then voted on it. The egalitarian ideals advocated by the cooperative were only superficially evident in its attempts to resolve conflicts. (FL)

ED 240 633 CS 504 514

Fitch, Kristine L.
Research Methods into Language/Code Switching and Synthesis of Findings into Theory.

Pub Date—Nov 83

Note—27p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Code Switching (Language), Communication (Thought Transfer), Communication Research, Cultural Interrelationships, Ethnography, Intercultural Communication, Language Research, Language Role, Language Usage, Literary Criticism, Research Methodology, Research Needs

While language switching among multilinguals has been studied in a wide variety of contexts, few attempts have been made to generalize or to integrate findings into useful communication theory. Since language switching is an important part of personal as well as group identity and since issues surrounding language identity are often a focal point of interethnic conflict, the speech act of switching language merits a more concentrated study. This can be accomplished through such techniques as ethnographic description, consisting of participant observation, interviewing, and breaching experiments; conversation analysis of bilingual interaction; and examination of communication behavior through literature. Such diverse methods of study, however, are only a first step. An approach is needed that can integrate research findings into a useful intercultural theory and that may also be incorporated into education training in the field. Such a research direction can be provided by frame analysis, which offers a set of terms that describe meta-communication through language and code switching, and by multiple analysis research which

approaches a communication event from several diverse perspectives simultaneously. (HOD)

ED 240 634 CS 504 515

Roberts, Charles V.
The Definition and Delimitation of Intrapersonal Communication: A Physiological Perspective.

Pub Date—Nov 83

Note—19p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, Communication (Thought Transfer), Communication Research, Definitions, Interpersonal Communication, Physiology, Psychological Studies, Research Methodology, Research Needs, Speech Communication, Theories

Identifiers—Intrapersonal Communication

A definition of intrapersonal communication is needed that will encompass noncognitive elements and thus allow for a broader range of research methodologies. One possible definition is the physiological and psychological decoding, processing, storing, and encoding of messages that happen within individuals at conscious and nonconscious levels whenever they communicate with themselves or others for the purposes of defining, maintaining, or developing their social, psychological, or physical selves. Such a definition differs from other conceptualizations in several ways. First, it considers both physiological and psychological processes. Second, it includes conscious and nonconscious communication processes. Third, it specifies functions that frame the intrapersonal domain. Finally, it extends the situations in which intrapersonal communication can be considered by focusing on the functions of intrapersonal communication rather than on the situations in which people find themselves. Broadening the definitional boundaries of intrapersonal communication to include physiological processes can give impetus to new research techniques and allow for additional insights into how and why various communication processes function. (HOD)

ED 240 635 CS 504 517

McMahan, Eva M.
The National Issues Forum: Bridging the Human Gap through Innovative Learning.

Pub Date—Nov 83

Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizen Participation, Communication Skills, Cooperation, Coping, Decision Making, Democratic Values, Futures (of Society), Innovation, Interpersonal Communication, Models, Problem Solving, Speech Communication, Speech Instruction, Teaching Methods

Identifiers—National Issues Forum

The National Issues Forum model, a series of community based public discussions on key domestic issues, may be a partial solution to the "human gap" between growing complexity and a capacity to deal with it, by exemplifying "innovative learning." To engage in innovative learning, characterized by anticipation and participation, individuals must be able to enrich their contexts, keep up with the rapid appearance of new situations, and communicate the variety of contexts through dialogue with other individuals. The goal of this innovative learning enrichment process would be to prepare people for citizen participation in democracy, through a problem/possibility orientation toward those domestic issues likely to occur in the communications era. Teaching this problem/possibility style requires (1) involving and enlisting the cooperation of people with divergent views of a problem, (2) teaching people to state the overall issue so that all viewpoints are fairly represented, (3) challenging people with divergent views to work together to define the relevant questions and issues requiring attention, and (4) developing a network to bring together competent people for long-term involvement in the decision-making process. Adapted to the speech communication classroom, the forum model would enable students to develop a style of learning and decision-making that is appropriate for the "communications era" of the future. (HTH)

ED 240 636

Auer, J. Jeffery
A Salute—SCA to CSSA.

Pub Date—11 Apr 81

Note—19p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 9-11, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change, Ethics, Freedom of Speech, Higher Education, Personal Narratives, Professional Associations, Professional Development, Professional Recognition, Scholarship, Speech Communication

Through personal reminiscences, the author chronicles his involvement with the Speech Communication Association and the Central States Speech Association beginning with his attendance at the twentieth annual convention of the National Association of Teachers of Speech in 1933. The author concludes with a recollection and summation of five problems he had identified in a keynote address to the Central States convention in 1978: the lack of attention that the discipline is paying to language; the need to promote freedom of speech as well as ethical communicative behavior; the necessity for constant review of what is being done in the discipline; the need to maintain concern for contemporary communication and criticism; and the urgency for strong commitment in the discipline to the cause of freedom of speech. (HOD)

ED 240 637 CS 504 523

Blubaugh, Jon A.
Contributions of E. C. Buehler to the Basic Speech Course.

Pub Date—8 Apr 83

Note—15p.; Paper presented at the Annual Meeting of the Central States Speech Association (Lincoln, NE, April 7-9, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, Educational Philosophy, Higher Education, Speech Communication, Speech Curriculum, Speech Instruction, Student Motivation, Student Teacher Relationship, Teacher Attitudes, Teacher Education

Identifiers—Buehler (Ezra Christian), University of Kansas

The name of Ezra Christian Buehler deserves to be added to the list of significant contributors to speech communication education. As an instructor at the University of Kansas, Professor Buehler has distinguished himself through his contributions to basic speech students, graduate students in speech education, and his colleagues. He expressed his belief in the discipline of speech and in speech students in a 1960 essay entitled "Credo—A Declaration of Faith Concerning Speech Education," and in his book, "Speech: A First Course." And he has practiced three basic principles he himself advanced for teachers of the basic speech course: (1) know the students, (2) motivate them, and (3) maintain a congenial classroom. Further showing his dedication to the basic speech course and his desire to recognize and encourage outstanding teachers, Buehler was instrumental in establishing a teaching award for first-year basic speech teachers. Buehler also organized the "Conference of Directors of Basic Speech Courses of Midwestern Universities." Intended as a single meeting in 1961, the conference has agreed unanimously to meet every year since. The learning he encouraged at that first conference has spread to a second and third generation of course directors. (HTH)

ED 240 638 CS 504 528

Olson, LaDelle
Conference Presentations.

Pub Date—Apr 83

Note—14p.; Paper presented at the Minority Training Institute at the Annual International Convention of The Council for Exceptional Children (61st, Detroit, MI, April 4-8, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiovisual Aids, Communication Apprehension, Conference Papers, Public Speaking, Search Strategies, Speech Communication, Speeches, Speech Skills, Writing (Composition)

sition), Writing Processes

Identifiers—Audience Awareness, *Speech Writing
Developing a conference presentation involves both assembling and delivering the materials. In selecting a topic, speakers should consider their own prior knowledge and experience, the topic's interest and significance for them as well as for the audience, and the amount of information available. They can research materials on the chosen topic efficiently through a database computer search and can then construct an outline to insure that the ideas will be organized and sufficiently supported or amplified to meet the needs of the presentation. They should connect the three main parts to a presentation—introduction, body, and conclusion—with clear transitions, and create a brief, clear, and provocative title. The materials may be presented in any of four ways: impromptu, extemporaneously, by reading, or from memory. Whichever format they choose, speakers should concentrate on meanings, talk with rather than at the audience, and punctuate and support ideas with voice and body. They can relieve stage-fright by remembering that such feelings are normal and by being thoroughly prepared with both information and practice. Audiovisual aids can give clarity and justification to the presentation, so long as speakers keep their attention on the audience and use the simplest, most direct audiovisual format. (HTH)

ED 240 639 CS 504 529

Feezel, Jerry D.

Toward a Confluent Taxonomy of Cognitive, Affective and Psychomotor Abilities.

Pub Date—Dec 83

Note—27p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983). Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Reference Materials — Vocabularies/Classifications (134)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Affective Behavior, *Classification, *Cognitive Processes, Communication (Thought Transfer), Evaluation Criteria, Interaction Process Analysis, *Learning Processes, Learning Theories, Literature Reviews, Models, Motor Reactions, *Psychomotor Skills, Test Validity, *Vertical Organization

Identifiers—*Theory Practice Relationship

A comparison of several major learning taxonomies produced a three dimensional taxonomy of learner involvement on the mental, social, and physical dimensions. The six hierarchical levels of the mental dimension—recording, reacting, interpreting, analyzing, evaluating and applying, and synthesizing—indicate a synthesis of cognitive, affective, and some psychomotor elements. The social levels—aggregate, individual, and group—are further subdivided into silent or vocal/verbal interactions with others. The physical dimension, indicating the extent of muscle use during learning activities, moves from (1) the small muscles like the eyes and lips to (2) motion focused in the extremity of the body, then (3) movement located in a part of the body, and finally to (4) activities requiring coordination of total body movement. By providing a clearer understanding of what various assignments demand of students, the cubic taxonomy assists in the designing, sequencing, and assessment of teaching activities. Preliminary research indicates that the three dimensions are valid in classroom and job interview situations. (Appended is a table comparing various taxonomies, graphs of the cubic taxonomy, and an exercise in using the taxonomy to evaluate classroom speech assignments.) (MM)

ED 240 640 CS 504 530

Bark, David F.

Do Gender and Type of Health Professional Influence Effectiveness? Preliminary Draft.

Pub Date—Apr 83

Note—16p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Oceans City, MD, April 27-30, 1983). Pub Type—Reports—Research (143) — Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Communication Research, Cultural Images, Higher Education, *Medical Services, *Occupations, Readability, Reader Response, Reading Comprehension, *Recall (Psychology), *Sex Bias, Social Attitudes, *Social Bias

To determine the influence of the health care pro-

vider's gender and profession on readers' memory for health information, 48 university students were asked to read a three page article on heart attacks that was attributed to either (1) a female nurse, (2) a male nurse, (3) a female physician, or (4) a male physician. After reading the article, the subjects were asked to recall the author's name and profession, to rate author competence and article informativeness, and to complete a recognition memory task. Analysis revealed a higher recall rate among subjects who believed they had read an article by a male or female nurse; no significant main effects were found for gender. While "gender effects" were not observed, it is noteworthy that earlier projects that reported gender effects used videotapes or audiotapes, rather than written stimuli as in the present study. Reasons for the higher recall among subjects assigned to nurses could include expectations that articles written by doctors would be too difficult to understand and increased attentiveness to articles written by people who go counter to the reader's expectations about the type of health care professional who would author such an article. (MM)

ED 240 641 CS 504 531

Graves, Michael P.

This Art of Straining Souls: Incidental Faith/Learning Integration in the Interpersonal Communication Classroom.

Pub Date—Nov 83

Note—16p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983). Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Beliefs, *Christianity, Curriculum Evaluation, Educational Policy, Higher Education, *Interpersonal Communication, *Religion, *Religious Education, Speech Communication, *Speech Curriculum, Speech Instruction, Student Teacher Relationship, *Teacher Role, Teaching Methods

Identifiers—*Christian College Consortium

Efforts by Christian colleges to integrate faith and learning in communication courses through conscious and direct planning are based on several questionable assumptions: that faith must be learned through the intellect, that all evangelical Christians share the same theological roots, and that interpersonal communication can be taught like any other subject. Faith can be viewed, however, in two ways—as a series of propositions or as an intuitive experience. The validity of both approaches is substantiated by current research in cerebral dominance. Injecting preplanned, conscious faith/learning integration into courses might destroy the possibility for more spontaneous, incidental learning. The Christian College Consortium represents not a uniform view of faith, but a variety of approaches reflecting different theological roots, and although the cognitive/propositional approach appears to dominate, Quaker writings offer support for incidental faith/learning integration through their emphasis on immediate revelation. While some teachers may prefer preplanned and conscious approaches, other teachers are by nature, personality, or philosophical commitment more at ease with the incidental mode. The communication classroom itself appears particularly suited for this mode. A valid means of integrating faith and learning, the incidental method should not be eliminated from the interpersonal communications classroom. (MM)

ED 240 642 CS 504 532

Robards, Brooks

A Structuralist Approach to Television Criticism.

Pub Date—11 Nov 83

Note—23p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983). Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aesthetic Values, Characterization, *Programming (Broadcast), Research Methodology, *Research Needs, Research Problems, *Semiotics, Serial Ordering, *Structural Analysis (Linguistics), *Television Research, Television Viewing, *Time Perspective

Identifiers—*Television Criticism

Although television is highly dependent on language and semiotic analysis, its form can best be analyzed through the structural notion of transfor-

mation. The critic's task becomes the articulation of structural laws intrinsic to television. One such law has to do with how television structures time. Television programming transforms action into half-hour or hour-long episodes that can continue over several nights, weeks, months or years, sometimes in a simple sequence of recurrent patterns, sometimes incrementally, and sometimes even by repeating individual segments. The structural coherence of the individual episodes allows the audience closure, the ability to put together the parts of a greater whole. Instead of a compression, in a literary sense, of character development, usually unfolding over a period of two hours, serialization demands repetition and expansion. It diminishes the need for resolution and shifts the emphasis to process. The use of temporal structure also helps build a web of connections that enlarges and complicates characters and allows for sustained thematic treatment. Given the current linguistic bias in semiotics, such considerations of television's aesthetic structure would most likely slip through the semiotologist's analytic net. Structuralism as a methodological tool, therefore, must be rescued from the semiotologists if it is going to be useful in television criticism. (HOD)

ED 240 643 CS 504 533

Boileau, Don M.

Student-Teacher Interactions in 2059.

Pub Date—9 Mar 84

Note—13p.; Paper presented at the Annual Meeting of the Eastern Communication Association (75th, Philadelphia, PA, March 8-11, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Conference Papers, *Educational Trends, *Futures (of Society), Higher Education, Secondary Education, *Speech Communication, Speech Curriculum, Speech Instruction, Student Teacher Relationship, Teaching Methods, Technological Advancement

The author focuses on student teacher interaction and the daily experience of the speech communication instructor to suggest what might happen to the teaching of speech communication 75 years from the date of this presentation. The topics of papers at a Communication Association panel in the year 2059 might include the following: (1) providing feedback on group discussion exercises for college level basic competency in group skills, (2) using business situations in setting up exercises for high school interviewing competencies, (3) selecting video scenes to integrate with discussion of ethical concerns, (4) using the Great Teachers Series for developing the public speaking class, and (5) using United Nations proceedings for evaluating evidence from an intercultural perspective. The similarity of content to that of the present is apparent. Technology, however, will change the delivery system. What will not change is the interaction between student and teacher. (HTH)

ED 240 644 CS 504 534

Dance, Frank E. X.

A Matter of Choice.

Pub Date—19 Feb 84

Note—7p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, WA, February 18-21, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, Higher Education, Language Usage, *Liberal Arts, Personal Autonomy, *Speech Communication, Speech Instruction, Symbolic Language

Identifiers—Freedom, Freedom of Choice

The intent of a liberal education is to enhance the student's freedom, the faculty of intentional choice. The capacity of humans to step outside of themselves, which allows development of self-concept and subsequently self-esteem, is potentiated by the humans' unique sign, the symbol. Each of the liberal arts is concerned with the development and augmentation of the individual capacity to use symbols. Through the symbol, humans acquire the capacity for conscious intent and it is conscious intent that produces freedom. The development of spoken language is the prerequisite for the natural development of the symbol. The discipline of speech communication is absolutely necessary for the study of any other liberal art, and therefore holds a necessary place in every liberal arts curriculum. (HTH)

ED 240 645 CS 504 535

Crawford, John E.
Maximizing Quality—Minimizing Costs: The Use of Undergraduate TA's in the Basic Course.
 Pub Date—Feb 84

Note—13p; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, WA, February 18-21, 1984).
 Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Classroom Techniques, Course Content, Course Descriptions, *Course Organization, Economic Factors, *Educational Innovation, Grading, Higher Education, *Speech Communication, Speech Instruction, *Teaching Assistants, Textbook Content, *Undergraduate Students

In response to severe budget restrictions and a shortage of qualified graduate students, a basic speech communications course instituted three innovations: use of undergraduate teaching assistants, contiguous scheduling of lecture and breakdown rooms, and the publication of a textbook supplement with detailed activity guidelines and examples. With these innovations, a single faculty member and one half-time master's degree candidate were able to offer 1000 students per semester a rigorous hybrid course that included informatics and persuasive public speaking. Chosen from students who had already successfully completed the course, the undergraduate assistants were familiar with the course content, goals, and procedures. They acted as effective course facilitators while saving the department a large amount of money in salaries. By scheduling lecture and breakdown rooms simultaneously, the course director gained flexibility in shifting from large to small group activities. As the course-specific textbook freed teaching assistants from acting as discussion leaders, the course director retained control over course content and grading despite the large number of students enrolled. Several simple innovations thus permitted the incorporation of a mass lecture format into a performance based course. (MM)

ED 240 646 CS 504 536

Peterson, Brent D.
Megatrends in Speech Communication: Administration.

Pub Date—Feb 84
 Note—12p; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, WA, February 18-21, 1984).
 Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Educational Trends, Education Work Relationship, *Futures (of Society), Higher Education, Program Development, Program Evaluation, *Speech Communication, Speech Curriculum, *Speech Instruction
 Recurring questions on the discipline of speech communication include whether it is in fact a discipline, whether it justifies its own department, and what job prospects await speech communication graduates. These questions are not unique, but are taken very seriously by most administrators when evaluating speech programs. Reasons underlying most of these questions include inconsistent nomenclature and curricula and the rise of mass media related disciplines. Four megatrends, if fulfilled, will resolve such questions: (1) the nomenclature and the curricula associated with speech communication will become uniform from university to university, reflecting a consistent and systematic discipline; (2) the relevance of studying speech communication will be greatly enhanced by the growth of the "information society"; (3) speech communication programs will see a strong trend toward a career orientation and a gradual movement away from liberal arts orientations; (4) the position of speech communication will be strengthened as the discipline moves toward an even stronger service orientation. (HTH)

ED 240 647 CS 504 537

Johns, David
New Technology and Information Explosion.
 Freedom of Information Center, Columbia, Mo.
 Report No.—FOI-486

Pub Date—Jan 84
 Note—5p
 Available from—Freedom of Information Center, Box 858, Columbia, Missouri 65205 (\$1.00, quantity discounts available).
 Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cable Television, *Communications, Computers, *Futures (of Society), *Information Networks, Information Sources, *Mass Media, *Mass Media Effects, Sociocultural Patterns, Technological Advancement, Telecommunications
 Identifiers—Media Role, Telematics

A flood of new electronic technologies promises to usher in the Information Age and alter economic and social structures. Telematics, a potent combination of telecommunications and computer technologies, could eventually bring huge volumes of information to great numbers of people by making large data bases accessible to computer terminals in homes, offices, banks, post offices, government agencies, and other places. Communications between computers and data banks will be greatly enhanced through satellites, creating world-wide telematics networks. As these new electronic technologies grow, they will begin competing with one another for a "slice of the media pie." Cable television systems bring a wide array of information into the home, including signals from distant cities, pay television movies, and electronic publishing services. The variety of new communication channels will be accessible to and provide specialized programming for minorities and other individual groups. Although such "narrowcasting" is likely to fragment the public, providing little overlap in the interests or acquired information of individuals, such fragmentation will benefit advertisers, as well as allow businesses to reach specific groups of consumers through channels other than advertising. Already, smaller, more tightly targeted magazines are eroding the markets of previously mass circulating magazines. (HTH)

ED 240 648 CS 504 538

Tompkins, Phillip K.
On the Desirability of an Interpretive Science of Organizational Communication.
 Pub Date—11 Nov 83

Note—5p; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).
 Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Communication (Thought Transfer), *Communication Research, Interpersonal Communication, Motivation, Network Analysis, *Organizational Communication, *Research Methodology, *Research Problems, Statistical Significance

Identifiers—*Interpretive Approach
 Concerned with imprecision in researchers' use of the word, "interpretive," this report draws from the work of Max Weber to describe the characteristics of an interpretive science of organizational communication and then briefly lists some advantages of following the interpretive approach. First examining the role of subjective meaning in organizational communication, the report suggests that actors' subjective meaning must take into account the behavior of others. It then defines two types of researcher understanding—observational and explanatory—and presents obstacles to understanding created by problems in interpreting actors' motivations. Referring to Weber, it states that an interpretive science must set forth statistical probabilities if it is to have causally adequate explanations, but that statistical probabilities yield nothing more than incomprehensible regularity unless they are accompanied by an interpretive understanding of actors' subjective meaning. The report then briefly cites two examples of incomprehensible regularity in interpersonal communication and network analysis research. Finally, the report presents the major advantages of the interpretive approach: it keeps researchers meaning centered, helps them avoid the compilation of sterile and incomprehensible regularities, and allows them to rise above observational understanding and achieve explanatory understanding. (MM)

ED 240 649 CS 504 539

Twish, Kevin M.
The Select High School Tournament: Rewarding Excellence.

Pub Date—20 Feb 84
 Note—13p; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, WA, February 18-21, 1984).
 Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College School Cooperation, *Competitive Selection, *Debate, Higher Education, High Schools, Program Descriptions
 Identifiers—Oregon, Washington

The Northwest Select High School Tournament was the result of several concerns among college and high school debate coaches, including the lack of informational exchange between Washington and Oregon teams and an extended opportunity for summer debate institutes and recruitment possibilities. The objective was to have a top-quality tournament hosted each year by an alternate college. A committee of college and high school debate coaches invited 12 teams from each state based on their records. Called the "Heart of the Northwest," the first tournament took place in 1981, and was won by Washington schools. The following year, the Oregon schools won. Overall response to this concept of rewarding excellence with invitational competition was favorable. However, four problems discouraged participation and resulted in the cancellation of the 1983 tournament: (1) the December date was a hindrance to full participation, (2) a prestigious California tournament became a source of conflict, (3) a central geographic location was too far for outlying schools to attend, and (4) elements of over-competitive rivalry entered into the attitudes of the high school teams around the two states. Interest still remains high in this type of select tournament and—provided these problems can be overcome—future programs may be able to regenerate the Heart of the Northwest Invitational Tournament. (HTH)

ED 240 650 CS 504 540

Hawkins, Robert P. And Others
Survey Measurement of Cognitive Activity during Television Viewing.

Pub Date—Oct 83
 Note—27p
 Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—Academic Achievement, Age Differences, Attention, Cognitive Development, *Cognitive Processes, Comprehension, Elementary Secondary Education, Learning Activities, *Learning Processes, Middle Schools, *Programming (Broadcast), Sex Differences, *Television Research, *Television Viewing, Visual Literacy

One hundred seventy-one middle school students participated in a study to assess cognitive activity during television viewing. Students completed a questionnaire about their favorite programs, viewing habits, and social reality beliefs, then viewed a 17-minute professionally edited episode of a family drama and answered a multiple choice questionnaire. The subjects also kept diaries of their home television viewing for three days, from which the amount of viewing was determined for six categories: comedy, crime-adventure, drama, cartoons, public affairs, and variety. The three main learning measures were central content learning, incidental learning, and inference-making abilities. Distinguishing between attentiveness and amount of viewing, the results indicated that viewing and preference were predictably related. However, viewing was much more weakly related to attentiveness. In general, older children, girls, and those who scored higher on school achievement tests learned more from viewing the family drama episode, confirming that learning more reflected more advanced information processing skills. In contrast, attentiveness to television was unrelated to sex or academic achievement and related to grade only in ways that reflected changing program preferences with age. Surprisingly, correlations between attentiveness and learning indicated that more attentive viewing over a long term was associated with reduced learning from a specific television program. (HTH)

ED 240 651 CS 504 541

Fugate, Liz
Developing a Tradition: Documenting University & College Theatre History—Accessing and Preserving Materials.

Pub Date—Aug 83
 Note—18p; Paper presented at the Annual Meeting of the American Theatre Association (Minneapolis, MN, August 7-10, 1983).
 Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Archives, *Documentation, Higher Education, Information Retrieval, *Information Storage, Library Collections, Material Develop-

ment, *Preservation, Research Methodology, *Theater Arts, *Theaters
Identifiers—*Theater History, University of Washington

This paper details a step-by-step process for documenting university and college theatre history through the accession and preservation of materials. It offers advice for collecting materials; locating collections; handling materials; using R. Berner's "Manual for Accessing, Arrangement, and Description of Manuscripts and Archives"; retaining materials; identifying techniques in iconography; treating materials; storing methods to preserve materials; dealing with temperature and humidity; mounting scrapbooks and photographs; and using deacidification methods and advancements. The paper concludes with (1) a list of locations within the University of Washington for theatre research and (2) selected bibliographies on accessions and handling of theatre materials and the preservation of materials. (HOD)

ED 240 652 CS 504 542

Ewbank, Henry L., Ed.
Free Speech Yearbook 1983, Volume 22.
Speech Communication Association, Annandale, Va. Commission on Freedom of Speech.

Pub Date—84
Note—110p.
Available from—Speech Communication Association, 5105 Backlick Rd., Suite E, Annandale, VA 22003 (\$7.00).

Pub Type—Information Analyses (070) — Legal/Legislative/Regulatory Materials (090) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Bibliographies, Books, *Censorship, *Court Litigation, *Freedom of Speech, Government Employees, *Government Role, Legal Problems, Patriotism, Publications, Speech Communication
Identifiers—*First Amendment, Photojournalism, Supreme Court

A collection of nine articles, this yearbook focuses on freedom of speech and censorship. The topics covered include (1) judicial invention in First Amendment governmental regulation cases, (2) the impact of the Moral Majority on book censorship; (3) Justice William Brennan's championship of the First Amendment, (4) the legal tactics that public persons must currently use to obtain libel judgments that will hold up on appeal, (5) the protection and restriction of government employees' political expression within the context of current First Amendment theory, (6) Supreme Court decisions involving the First Amendment in 1982-1983, (7) the 1938 censorship of "Life" magazine's photo essay on the birth of a baby, and (8) the development of an instrument to assess patriotism in the United States. The final article is a freedom of speech bibliography of articles, books, letters, and court cases from July 1982 to June 1983. (MM)

ED 240 653 CS 504 543

Swanson, Charles H.
Monitoring Student Listening Techniques: An Approach to Teaching the Foundations of a Skill.

Pub Date—11 Mar 84
Note—26p.; Paper presented at the Annual Meeting of the Eastern Communication Association (75th, Philadelphia, PA, March 8-11, 1984).
Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Design, Elementary Secondary Education, *Learning Strategies, Listening Comprehension, *Listening Habits, *Listening Skills, *Skill Development, Student Evaluation, Teaching Methods, *Units of Study
To teach listening as a discreet skill, teachers need a suitable definition of the word "skill." The author suggests defining a skill as a complex of techniques and behaviors from which performers select, depending upon the situation, to fulfill their purposes. The curricular design should be based on four components: (1) establishing attention, (2) identifying content, (3) selecting teaching and learning strategies, and (4) developing an effective evaluation process. After creating interest by showing connections between listening skills and student experience, teachers can present three basic content lessons: physical techniques, focusing on using the eyes, face, body, and mouth to intensify the listening act and correct wandering attention; attitude techniques, concentrating on helping students overcome

negative attitudes toward listening; and cognitive techniques, stressing recognizing speakers' nonverbal cues and identifying important elements in the material heard. Teachers usually find lecture the most effective method of communicating listening skill information and they may reinforce and evaluate student listening techniques through quizzes and performance monitoring. When monitoring, teachers need to make clear that students' listening performance is being rated for each class. Teachers can use these skills to help students change from passive to active listeners. (A syllabus, student report forms, and a selected bibliography are appended.) (MM)

ED 240 654 CS 504 545

Weatherup, James W., Comp.
A Selected, Annotated, Bibliography on Conflict, from ERIC, 1975-August 1983.

Pub Date—83
Note—59p.; Document contains very small print.
Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Abstracts, Annotated Bibliographies, Communication (Thought Transfer), Communication Research, *Conflict, Decision Making, Human Relations, Interpersonal Relationship, Organizational Climate, Problem Solving, Social Problems, *Speech Communication
Identifiers—*ERIC

Taken from a computer search of the ERIC system, 1975 through August 1983, this selected, annotated bibliography contains several hundred citations related to conflict. The entries are arranged according to the following sections: communication (thought transfer), decision making, human relations, interpersonal relationships, organizational climate, problem solving, and social problems. (HOD)

ED 240 655 CS 504 546

Parker, Richard A.
Free Speech in the Military: A Status Report.

Pub Date—Nov 83
Note—14p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).
Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Armed Forces, Civil Liberties, *Civil Rights, *Court Litigation, Federal Courts, *Freedom of Speech, Legal Responsibility, *Military Personnel, *Speech Communication
Identifiers—Brown v. Glines, First Amendment, Parker v. Levy, *Supreme Court

Two recent decisions of the United States Supreme Court have emasculated First Amendment guarantees for military personnel. In the first case, Parker v. Levy, an Army captain urged enlisted Special Forces personnel at his post to refuse to go to Viet Nam, claiming that "Special Forces personnel are liars and thieves and killers of peasants and murderers of women and children." His statements were deemed violative of Articles 133 and 134 of the Uniform Code of Military Justice, which provide punishment for conduct unbecoming an officer and a gentleman and for all disorders and neglects to the prejudice of good order and discipline in the Armed Forces. In rendering its decision, the court reasoned that the historical context and language of the General Articles of the Uniform Code provided "fair notice" that the officer's conduct was punishable. In the second case, Brown v. Glines, a serviceman drafted petitions to several congressmen complaining about grooming standards imposed upon Air Force personnel and then circulated the petitions without seeking prior approval from the base commander. The court found the regulations authorizing prior restraint to be reasonably necessary to the unimpeded operation of the military establishment. These two decisions illustrate the need for a continuing assessment of judicial opinions to ensure that the interests of free expression for military personnel are articulated and defended. (HOD)

ED 240 656 CS 504 547

Brydon, Steven R., Curtis, Carroll L.
The Effect of Speaking Position on Success in Forensics Competition.

Pub Date—Feb 84
Note—27p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, WA, February 18-21, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Students, *Communication Research, *Competition, Evaluation Criteria, Higher Education, Interaction, Nonverbal Communication, *Persuasive Discourse, *Public Speaking, *Speech Skills, *Success
Identifiers—*Forensics Tournaments

A study investigated whether there was a relationship between contestants' speaking position and their ranking and quality ratings by judges in forensics competitions. In addition, the study examined whether these relationships varied by type of event. Subjects were contestants from two- and four-year colleges in two tournaments held in California. The tournaments consisted of three preliminary rounds and one final round per event. All rounds studied consisted of between three and seven contestants and were judged by forensics coaches, graduate students, and hired local judges. The judges were asked, in addition to filling out their normal ballots, to complete a questionnaire that asked them to list the speakers in order of actual speaking with their assigned ranks and ratings. Scores were collected for approximately 1,500 contestants. Data analysis revealed no significant relationship between speaking position and ranking in panels of three, four, six, or seven speakers when events were combined. A significant difference was found in panels of five, with an advantage to last position. This advantage disappeared, however, when the expository event was excluded from analysis. Additionally, no significant relationship was found in any instance between speaking position and quality ratings. Overall, the findings suggest that speaker position is not a significant determinant of forensic success. (FL)

ED 240 657 CS 504 548

Baranen, Michael D.
The Designated Tournament: A Northwest Experiment.

Pub Date—Feb 84
Note—12p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, WA, February 18-21, 1984).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Competition, *Debate, Higher Education, *Persuasive Discourse, Program Descriptions, Program Evaluation, Secondary Education, *Speech Communication

Identifiers—*Northwest Forensic Conference

The Northwest Forensic Conference (NFC) was created in response to decreasing budgets and fewer schools participating in forensics. The basis of the NFC is the designated tournament and yearly divisional sweepstakes awards. Special features of designated tournaments include oral critiques and seminars on forensic issues. Initially, it was assumed that the NFC could stabilize and expand the size of some local tournaments and would provide a competitive alternative to these events for programs in the area. NFC tournaments have in fact been larger than local tournaments in previous years, and NFC contestants have competed successfully in the National Debate Tournament and sweepstakes competitions. Based on the NFC experience, several conclusions about the advisability of the designated tournament format may be made. First, this format is generally effective in providing a stable and reasonably predictable tournament size. Second, the form is educationally defensible. Finally, this format demonstrates the willingness of forensics educators to adapt to changing conditions. (HTH)

ED 240 658 CS 504 549

Dudczak, Craig A.
Coping with Information Overload as Adaptive Behavior in Competitive Debate.

Pub Date—21 Feb 84
Note—20p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, WA, February 18-21, 1984).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), Behavior Modification, *Cognitive Processes, *Debate, Futures (of Society), Higher Education, *Persuasive Discourse, Secondary Education, Speech Communication
Identifiers—*Generic Argument (Debate), *Information Overload

When the amount of available information exceeds the ability of the user to process it, "information overload" is created. In an attempt to maintain some control over the quantity of arguments they may face, debaters have developed adaptive behavior, primarily through the generic argument—any argument within a "deliberative" framework that recurs in fulfilling the discovery of issues. Using the generic argument's standard content or form, the debater can develop arguments that are familiar in their content or function as an aid to the audience's understanding of the issues. This definition has several implications. First, any issue or argument may become generic through the argument's analytic function or repetition of content. Second, generic argument is not an impediment to the discovery of new arguments. Finally, generic argument does not impede other adaptive responses to overload. Other fields will develop responses appropriate to their needs. (HTH)

EA

ED 240 659 EA 015 974

Howlett, Hoyt S.
Parent University.
San Rafael City Schools, Calif.
Pub Date—83
Note—9p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Demonstration Programs, Elementary Secondary Education, Guidelines, *Parent Education, Parent School Relationship, *Parent Workshops, Program Descriptions, Program Development

Identifiers—PF Project

A description of the Parent University program of the San Rafael (California) City Schools is presented. The Parent University is described as a 1-day event in which parents are offered a variety of seminars and workshops on topics in education and parenting. Materials included in this document are: (1) an overview of the second annual Parent University which was held in 1983; (2) a description of the previous year's event (the first Parent University in San Rafael) including information on how the program was developed and reactions from participants; (3) an outline on how to organize a Parent University; (4) a news release announcing the 1983 Parent University; and (5) a local newspaper article announcing the 1982 Parent University. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (DC)

ED 240 660 EA 015 988
Public Information on Education (P.I.E.).
Ramona Unified School District, Calif.
Pub Date—83
Note—3p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Community Organizations, Elementary Secondary Education, *Group Activities, *Outreach Programs, Parent Attitudes, School Community Programs, *School Community Relationship, School Districts, Student Participation

Identifiers—PF Project, Promising Practices

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: A well-rounded story of the strength of education is being presented by the staff and students of the Ramona Unified School District in Northern San Diego county. Select audiences of service clubs and community groups that have influence on public attitudes are visited by an educational team. Each academic team is composed of 12-18 students representing various grade levels plus select teachers and other staff members. Every academic team gives demonstrations of each major curriculum area during a 30-40 minute presentation. Materials about education are distributed and an invitation is extended to visit the neighborhood school. Benefits of our P.I.E. program have been summarized. It appears that academic team members take more pride in their school and personal achievement after having participated on a team. Parents seem to be spontaneous advocates for quality education after having been involved in a team effort. (We rely on our parents for transportation to

community groups meeting in the early morning or the evening and they stay for each presentation.) The community continues to welcome each team and responds with a greater appreciation for our use of resources. At the same time, support is built for programs that are not well understood, such as bilingual education remedial or enrichment classes. We like being part of a rising tide that renews public confidence in our public schools. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (Author)

ED 240 661 EA 016 360

Webb, L. Dean
Teacher Evaluation.
National Association of Secondary School Principals, Reston, Va.
Pub Date—Dec 83
Note—10p; Reprinted from Educators and the Law, edited by Stephen B. Thomas, Nelda H. Cambron-McCabe, and Martha M. McCarthy. Elmont, NY: Institute for School Law and Finance, 1983. p69-80.

Available from—Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (\$1.00; quantity discounts).

Journal Cit—Legal Memorandum; Dec 1983
Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accountability, Court Litigation, Elementary Secondary Education, Evaluation Criteria, *Legal Problems, *Legal Responsibility, State Legislation, Teacher Administrator Relationship, *Teacher Evaluation

Identifiers—National Teacher Examinations, United States v South Carolina

A growing emphasis on teacher accountability, coupled with declining enrollments and reduced revenues, has increased the importance of teacher evaluations as a basis for staffing decisions, even though there is no clear definition of teacher effectiveness. Accordingly, legal standards are provided for the procedural and substantive issues of due process that have arisen in connection with teacher evaluation. State courts have upheld decisions requiring (1) deadlines for completing evaluations, (2) advance notice to teachers of evaluation criteria and procedures, (3) notice of unsatisfactory evaluation and opportunity to defend against charges, (4) reasonable remediation period to correct alleged deficiencies, (5) specification of deficiencies to provide clear guidance for remediation, and (6) an opportunity to obtain assistance in correcting deficiencies. The substantive issues which the courts have addressed are not based on objective criteria for evaluating teacher performance, but rather on the relation of facts to standards individually applied. There must be just cause for dismissal, based on a rational relation between conduct complained of and duties to be performed. The other legal issue discussed involves the use of the National Teachers Examination (NTE) in employment decisions. Although the NTE has no predictive validity for teaching skill, the Supreme Court in "U.S. vs. South Carolina" found that it has content validity in assessing basic knowledge and therefore is rationally related to legitimate state decisions. (TE)

ED 240 662 EA 016 361

Pannwitz, Barbara
Microcomputers for Classroom Instruction. Part I.
National Association of Secondary School Principals, Reston, Va.
Pub Date—Nov 83

Note—8p; For Parts II and III of this series, see EA 016 362 and EA 016 461.

Available from—Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (\$7.50; quantity discounts).

Journal Cit—Curriculum Report; v13 n2 Nov 1983
Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Autoinstructional Aids, Business Education, *Computer Assisted Instruction, Computer Literacy, Computer Oriented Programs, Computer Science Education, *Consortia, Curriculum Development, *Educational Technology,

Elementary Secondary Education, Individualized Instruction, Mathematics Instruction, *Microcomputers, Programed Instruction, Programming, Science Instruction
Identifiers—Minnesota Educational Computing Consortium

The first of a three-part series on computer-assisted instruction (CAI), this report describes 11 exemplary programs across the country that involve the use of microcomputers for instruction in computer science, mathematics, and science at the elementary and secondary levels. At the head of each description are the name and address of the school (or consortium or school district) implementing the program and the name and title of a person to contact there for further information. The programs featured include a 5-year computer literacy plan, an inservice staff development scheme, a set of graphic data displays for teaching physics, a computerized math tutorial program entitled "Kids Helping Kids," various programs in computer science and word processing, computer-assisted vocational programs, computer-based adult education classes in business and data management, and a districtwide curriculum plan aimed at computer awareness in elementary school, computer literacy in junior high, and computer science in senior high. Also included is a description of the Minnesota Educational Computing Consortium, a statewide agency devoted to propagating instructional use of microcomputers and producing student-inspired courseware. Additional resources are listed for interested principals, including upcoming workshops and computer periodicals. (TE)

ED 240 663 EA 016 362

Pannwitz, Barbara
Using Microcomputers for Instruction in Humanities and Social Sciences. Part II.
National Association of Secondary School Principals, Reston, Va.
Pub Date—Jan 84

Note—8p; For Parts I and III of this series, see EA 016 361 and EA 016 461.

Available from—Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA (\$7.50; quantity discounts).

Journal Cit—Curriculum Report; v13 n3 Jan 1984
Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Autoinstructional Aids, Business Education, *Computer Assisted Instruction, Curriculum Development, *Educational Technology, Elementary Secondary Education, English (Second Language), English Instruction, Individualized Instruction, *Microcomputers, Programed Instruction, Second Language Programs, Social Studies, *Word Processing

Identifiers—Minnesota Educational Computing Consortium

The second of a three-part series on computer-assisted instruction (CAI), this report focuses on the use of microcomputers in business education, English, social studies, foreign languages, bilingual education, and ESL (English as a Second Language). Since all these areas involve writing, a discussion of word processors and word processing software precedes more specific discussions of courseware in each area. Then seven exemplary programs at various schools around the country are described in detail. These include a 3-year sequence in computer science for business; a word-processor-based typing and accounting program that was extended to include English composition and creative writing; a language instruction program for non-English speakers; a seven-phase scheme for integrating word processors into an English composition curriculum; a districtwide center for coordinating educational technology; the work of an innovative principal in San Jose, California, who has implemented computer-assisted instruction in two different high schools and (at the time of this publication) was organizing an Institute on Microcomputers in Secondary Education; and a 5-year plan directed by a districtwide steering committee on computers. At the head of each description are the name and address of the school or school district implementing the program and the name and position of a contact person. (TE)

ED 240 664 EA 016 371
District Level Indicators Supporting Quality Schools: I. Overview.

Colorado State Dept. of Education, Denver, School Improvement and Leadership Services Unit.
Spons Agency—National Study of School Evaluation, Falls Church, VA.

Pub Date—Jun 83

Note—18p; For related documents, see ED 239 403-406 and EA 016 372.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Assessment, Educational Change, Educational Development, Educational Improvement, Educational Objectives, Educational Quality, Educational Research, Elementary Secondary Education, Evaluation, Outcomes of Education, School Community Relationship, School Effectiveness, Self Evaluation (Groups)

Identifiers—Colorado

This paper describes the "District Level Indicators Supporting Quality Schools" and gives suggestions on the use of the instrument. The indicators were developed from research on effective schools and focus on activities and policies supporting quality schools. The instrument is a series of statements of goals, practices, policies, and procedures that help create or support quality schools and is divided into 10 categories. It is intended for use as a district self-study assessment tool. The assessment process can become more meaningful if the school and community take responsibility for the school improvement process itself and the assessment is considered an ongoing process. The object of the instrument is to identify priority areas for improvement or study. The paper includes recommendations for use of the instrument, including: forming a school improvement committee, deciding on a strategy for use of the instrument, orienting the staff, tabulating the results, reaching a consensus rating, displaying the results, and setting up and implementing improvement plans. An extensive bibliography is included. (MD)

ED 240 665 EA 016 372

District Level Indicators Supporting Quality

Schools: II. Self-Assessment Instrument.

Colorado State Dept. of Education, Denver, School Improvement and Leadership Services Unit.

Spons Agency—National Study of School Evaluation, Falls Church, VA.

Pub Date—Jun 83

Note—29p; For related documents, see ED 239 403-406 and EA 016 371.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Assessment, Educational Improvement, Educational Objectives, Educational Quality, Elementary Secondary Education, Evaluation, Outcomes of Education, Self Evaluation (Groups)

Identifiers—Colorado

This instrument is designed as a district-level self-study evaluation tool. Its purpose is to assist school districts to identify strengths and weaknesses in their programs and thereby help districts work toward improvement and support of quality in their schools. The instrument is a series of checklists organized under 10 categories using 2 rating scales: (1) what is the extent to which this indicator is present in your school district and (2) impact potential. Ratings are based on a 0-3 scale, and instructions are provided for use of the scale. (MD)

ED 240 666 EA 016 374

Szer, Theodore R.

A Review and Comment on the National Reports.

National Association of Secondary School Principals, Reston, Va.

Report No.—ISBN-0-88210-156-0

Pub Date—83

Note—19p.

Available from—Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (\$1.00 prepaid).

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Back to Basics, Educational Change, Educational Economics, Educational Objectives, Educational Policy, Educational Trends, Education Work Relationship, Government School Relationship, Reports, School Choice, Secondary Education, State School District Relationship, Student Teacher Relationship, Trend Analysis

Identifiers—Study of High Schools (A)

Seven major trends are reflected in the current task force and commission reports on education. The first, "back to basics," stresses intellectual skills, but often at the expense of the affective domain. The second emphasizes the relationship between education, work, and the economy, but the direction schools should take remains unclear, on account of the rapidly changing economy. The third trend, "authority," is primarily a reaction to the permissive attitudes of the sixties, but the calls for greater discipline are incongruous with recent studies of the adverse effects of too much pressure on adolescents. The fourth trend calls for greater state control of school district policy, but this is contradicted in part by the fifth trend toward greater citizen choice and school variety. The sixth trend is toward measurable results and accountability, while the seventh is toward cost-effectiveness, due to the current economic crunch. While these are the dominant themes of current reports on schooling, there is no overall consensus on what needs to be done; there is, however, agreement that the school structure is seriously flawed and that the remedies needed will be long-term ones. Accordingly, of the eight concluding recommendations offered to principals, the first three concern how to read and respond intelligently to the emerging reports. (TE)

ED 240 667 EA 016 378

Joyce, Bruce R. Showers, Beverly

Power in Staff Development through Research on Training.

Association for Supervision and Curriculum Development, Alexandria, Va.

Report No.—ISBN-0-87120-121-6

Pub Date—83

Note—50p.

Available from—Publications, Association for Supervision and Curriculum Development, 225 North Washington Street, Alexandria, VA 22314 (ASCD Stock No. 611-83304; \$7.50).

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, Inservice Teacher Education, Interprofessional Relationship, Methods Research, Peer Evaluation, Professional Training, Skill Development, Teacher Improvement, Teacher Workshops, Training Methods, Training Objectives

Mastering alternative models of teaching helps build competence and effectiveness in the repertoire of classroom teachers. However, because the attainment of new skills does not by itself ensure transfer to classroom use, teacher training programs should incorporate study of the transfer process itself, reinforced by team effort. Accordingly, strategies are suggested for a collaborative approach to teacher development, involving continuous training and study of both the academic substance and the craft of teaching. Chapter 1 of this inquiry concerns the need to integrate research and practice in learning to teach. Chapter 2 distinguishes between "horizontal transfer" (a direct shift of skill from training to actual use) and "vertical transfer" (the adaptation of skills to fit conditions of the workplace). Chapter 3 concerns attacking the transfer problem by controlling the context of the workplace. Chapter 4 concerns ways of making training more effective: forecasting the transfer problem, overlearning skills, peer coaching, and "executive control." The latter, a key concept, refers to developing a functional and adaptive understanding of a given model. Chapter 5, "Parallels with Athletic Training," is an interview with Coach Rich Brooks of the University of Oregon, focusing on acquisition and incorporation of new skills. Chapter 6 reviews basic principles for increasing learning aptitude and stresses the importance for teachers of continual growth. An appendix reviews the essential literature on teacher training. (TE)

ED 240 668 EA 016 383

CBEDS Data Users' Guide (1983 Data).

California State Dept. of Education, Sacramento.

Pub Date—83

Note—13p.

Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 (free while limited supply lasts).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Databases, Elementary Secondary

Education, Enrollment, Information Dissemination, Privacy, Professional Personnel, School Demography, School Districts, School Personnel, School Statistics, State Departments of Education, State Standards, Superintendents

Identifiers—California Basic Educational Data System

This publication provides a general description of the California Basic Educational Data System (CBEDS), standards governing the use of its data, descriptions of the data elements and CBEDS reports, guidelines for access to the data, and a data request form. The CBEDS database consists of three principal files: (1) enrollment and staff data for school districts and offices of county superintendents of schools, (2) school enrollment and staff data, and (3) individual professional assignment and classroom population data. The data may be released in aggregate or partial form to authorized agencies strictly on the basis of bona fide need for information. Only CBEDS staff have direct access to the computer file. The California Information Practices Act of 1977 governs the disclosure of certain CBEDS data, and the maintenance and dissemination of personal information are subject to strict limits. Examples of standard reports prepared from CBEDS data include school profiles, enrollment, ratio of administrators and teachers, salaries of professional staff, characteristics of professional staff, adult education, and equal employment opportunity. Ad hoc reports are drawn from the database as requested by the organizations to be served. (MLF)

ED 240 669 EA 016 388

Wiggins, Thomas

The Context of Culture in Education.

Pub Date—14 Jan 83

Note—17p; Paper presented at a Conference of the Nigerian Research Association (January 14, 1983).

Pub Type—Opinion Papers (120) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Colonialism, Comparative Education, Cultural Exchange, Cultural Influences, Developed Nations, Developing Nations, Educational Research, Ethnocentrism, Global Approach, International Cooperation, International Education, International Educational Exchange, International Relations, Problem Solving

Since World War II the United States has become the leader among Western industrial countries in attempting to export its own educational values to developing nations. United States policies, however, have not been based on careful consideration of the specific political, economic, and social realities of these nations. As a result, the educational models and practices of the United States and other industrial nations have met with increasing resistance in developing nations. Despite increased suspicions regarding the intentions of the large industrial nations, developing nations continue to favor strengthened professional relationships. Such international cooperation can flourish in education and other areas, however, only if the industrial nations learn to accept cultural diversity and test their own research paradigms against culturally specific empirical observations from developing nations as well as their own. As a result of such observation and testing, paradigm shifts will occur that will advance knowledge and enable us to meet challenges in education worldwide. (JBM)

ED 240 670 EA 016 392

Methods of Scheduling Salaries of Principals.

Second Edition.

Educational Research Service, Arlington, Va.

Pub Date—83

Note—96p.

Available from—Publications, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21686; \$30.00).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, Educational Finance, Elementary Secondary Education, Guidelines, Principals, Public Schools, Salaries, School Districts, Statistical Analysis, Tables (Data)

Identifiers—National Survey Salaries Wages Public Schools

Using the data for elementary, junior high, and senior high principals collected in the National Survey of Salaries and Wages in Public Schools,

1982-83, this report provides an analysis of the various methods used by school systems to structure salary schedules for principals, the various provisions of these schedules, and the levels of dollar amounts for key points on the schedules. Of the 1,120 school systems responding to the national survey, 347 provided schedule documents utilized in this analysis. Primarily, this report provides a system-by-system listing showing, where possible, both minimum and maximum scheduled salaries for principals and considers salary differentials for academic preparation, school size, number of days on duty, relationship to teachers' schedule, responsibility ratios, and other factors. Nine summary tables and three graphs show: average scheduled salaries and salary ranges for principals by academic preparation levels and by relationship to teachers' schedules; the mean dollar amounts of annual increments; and methods of establishing salary differentials by school size and other factors. Examples of various types of salary schedules are provided. An appendix provides guidelines and procedures from state and national levels for designing salary schedules for principals. (PB)

ED 240 671 EA 016 393

Reck, Carleen Coreil, Judith

School Evaluation for the Catholic Elementary

School: An Overview.

National Catholic Educational Association, Wash-

ington, D.C.

Pub Date—83

Note—57p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accountability, *Catholic Schools, Community Involvement, Educational Improvement, Elementary Education, *Evaluation Criteria, *Evaluation Methods, *Evaluation Needs, Religious Education

Identifiers—National Catholic Educational Association

This booklet examines the need for school evaluation in the Catholic elementary school, the basic steps in the evaluation procedure, relevant evaluation criteria, and various evaluation instruments. The document suggests that regular school evaluation is needed to facilitate improvement, to provide a means of accountability, to foster community involvement, and to build public relations. To evaluate a school, educators must decide when to evaluate, determine the scope of the evaluation, review applicable criteria, select an appropriate instrument, identify persons to be involved, plan communication, complete the self-study process, verify the self-study report, design and implement the improvement plan, and review progress. Educators should also remember that evaluation is a continuing process. Evaluative criteria to be considered are personnel, the instructional program, religious formation, community, social ministries, and worship. The final sections of the booklet consider evaluation instruments developed by the National Catholic Educational Association and by other Catholic elementary schools in the United States. A glossary of terms is provided. (PB)

ED 240 672 EA 016 394

Glatthorn, Allan A. Shields, Carmel Regina

Differentiated Supervision for Catholic Schools.

National Catholic Educational Association, Wash-

ington, D.C.

Pub Date—83

Note—82p.

Pub Type—Books (010) — Guides - Non-Class-

room (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrative Policy, *Catholic Educators, *Catholic Schools, Educational Principles, Elementary Secondary Education, Principals, School Role, *School Supervision, Teacher Administrator Relationship, *Teacher Supervision

The principles and practices of Catholic school supervision, as distinguished from school supervision in general, are predicated on a special Christian view of education, emphasizing the unique value, diversity, and personal growth of pupils and teachers alike within a mutually caring Christian community. Accordingly, an approach is developed for combining four different kinds of supervisory support, depending on the needs of the teachers. The first, "clinical supervision" is a systematic program of intensive support to help beginning teachers improve professional skills. The supervisor visits classrooms frequently, reviews plans and objectives,

analyzes data, and confers regularly with the teacher. The second, "collaborative professional development," involves small groups of teachers working together for their mutual improvement. The third, "self-directed professional development," is a process by which a teacher systematically plans and carries out a professional growth program. The fourth, "administrative monitoring," involves brief but systematic classroom visits by administrators to assess the educational climate and informally evaluate programs. Remaining chapters are devoted to strategies for implementing this differentiated program and to a resource guide to Catholic educational administrators throughout the country. A bibliography is included. (TE)

ED 240 673 EA 016 395

Brent, Daniel Jurkowitz, Carolyn

School Board Study Programs: Board Member's

Manual Series 1.

National Catholic Educational Association, Wash-

ington, D.C.

Pub Date—83

Note—53p.

Available from—Publication Sales, National Catholic Educational Association, Suite 100, 1077 30th Street, N.W., Washington, DC 20007 (\$5.00 prepaid; NCEA members may deduct 10 percent for prepaid orders).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Board Administrator Relationship, Board of Education Policy, Board of Education Role, *Boards of Education, *Catholic Schools, *Educational Administration, Elementary Secondary Education, Evaluation Methods, *Management Development, Organizational Objectives, Participative Decision Making, Religious Education, Self Evaluation (Groups)

This document provides eight lessons intended to improve the functioning of school boards and education committees for Catholic schools. Each lesson consists of three parts: a reading or activity to be done by the members in preparation for the lesson, a study activity to be done at the board meeting, and a reading or exercise to be done after the meeting. Notes for each lesson are also provided to aid the person responsible for leading the presentation. The following lessons are provided: responsibilities of the school board; board policy and administrative regulation; developing an agenda for the board meeting; getting things decided (the consensus process); church documents on Catholic education; evaluating the board's performance; setting goals for the board; and the key relationships among principal, pastor, and board. (PB)

ED 240 674 EA 016 396

NCEA Handbook for DREs.

National Catholic Educational Association, Wash-

ington, D.C.

Pub Date—83

Note—95p. A publication of the National Association of Parish Coordinators/Directors of Religious Education, a branch of the National Catholic Educational Association.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Evaluation, Administrator Guides, Administrator Responsibility, Administrator Role, *Catholic Educators, *Catholic Schools, Compensation (Remuneration), Elementary Secondary Education, *Occupational Information, Postsecondary Education, *Religious Education

In five sections, this handbook provides information for directors of religious education (DRE's) in Catholic schools covering the catechetical ministry and the DRE, the functions of the DRE, hiring procedures, compensation and benefits, and evaluation. Section 1 discusses catechesis in the Church today, the DRE as minister of the Word, and fundamental qualities suggested by authoritative Church documents to be characteristic of the life and work of the DRE. Section 2 explores the functions of the DRE in the parish community, policy-making and management responsibilities, and the three major roles generally accepted as designating parish leaders in religious education programs: director of religious education, coordinator of religious education, and administrator of religious education. Section 3 advises prospective DRE's on methods of choosing a parish, job interviews, and contracts. Section 4 offers a rationale for providing adequate compensation for DRE's and examines specific provisions of a comprehensive job description (salary, personal

and professional benefits, and working environment). Section 5 discusses evaluation of the DRE by and for the parish community and the DRE's responsibility in evaluation. Five appendices provide a bibliography, parish profile, methods for developing a job description, projected budget, and sample salary scales. (PB)

ED 240 675 EA 016 397

The Challenge of Change: A Review of High

Schools in the ACT. 1. Report of the Review

Committee.

Australian Capital Territory Schools Authority,

Canberra.

Report No.—ISBN-0-642-87821-8

Pub Date—83

Note—279p.; For a related document, see EA 016

398.

Pub Type—Reports - Research (143) — Books

(010)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Educational Finance, Educational Objectives, Educational Trends, *Foreign Countries, *High Schools, Outcomes of Education, *Public Schools, School Organization, School Statistics, *Secondary Education, Secondary School Curriculum

Identifiers—*Australia (Australian Capital Territory)

This review is a comprehensive assessment of the effectiveness and efficiency of education in the Australian Capital Territory (ACT) government high schools, addressing basic questions and making recommendations concerning goals, school structure, provision of resources, curriculum, and educational outcomes. It is divided into 13 chapters covering the following topics: (1) the beginnings (historical background); (2) school autonomy and the Authority; (3) parents, power, and schools in the ACT; (4) educational standards in times of change; (5) purpose and expectations in high schools in the ACT; (6) the high schools in action; (7) student assessment and reporting in high school; (8) students and the high schools; (9) teachers in the ACT high schools; (10) making decisions on high school curriculum; (11) implications for the system; (12) resources and financial responsibility; (13) conclusions. Three appendices provide a bibliography, submissions received, and a description of the research methodology. The text includes 22 tables and 6 charts. (TE)

ED 240 676 EA 016 398

The Challenge of Change: A Review of High

Schools in the ACT. 2. Critical Papers.

Australian Capital Territory Schools Authority,

Canberra.

Report No.—ISBN-0-642-87822-6

Pub Date—83

Note—174p.; For a related document, see EA 016

397.

Pub Type—Reports - Evaluative (142) — Opinion

Papers (120)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Core Curriculum, *Course Evaluation, *Curriculum Evaluation, Curriculum Problems, Elementary Secondary Education, Family School Relationship, Foreign Countries, Parent Participation, Parent Role, *Parent School Relationship, Parent Teacher Cooperation, *Secondary School Curriculum

Identifiers—*Australia (Australian Capital Territory)

This document consists of two critical papers on schooling in the Australian Capital Territory (ACT), followed by reports on specific subject areas. The first paper, "If Wishes Were Horses: The Parent Role in a Participative System of Schooling," by C. Blakers, is a comprehensive examination of concepts, relationships, and issues concerning parents as an integral part of the school system. Chapters are as follows: (1) an independent education authority for the ACT; (2) the family and the school; (3) concepts of collaboration; (4) participative decision-making; (5) the participative system; (6) the neighborhood school; and (7) the role of parent organizations. The second essay, "What Is the Ideal Years 7-10 Curriculum in the ACT?" by C. W. Collins, is a brief opinion paper on junior secondary curriculum reform in public schools. After noting the crisis of purpose in current educational practice, the author reassesses basic assumptions in curriculum planning, based on a review of public opinion research, historical perspectives, and parent perspectives. He recommends a new approach based on an understanding of what is powerful and what is

trivial in knowledge. The subsequent "Reports of the Interstate Subject Consultants" consist of reviews and recommendations for each subject area of the ACT curriculum: art, English, history, home economics, industrial arts, languages, mathematics and computing, music, physical education, science and agriculture, and social science. (TE)

ED 240 677 EA 016 399

Murphy, John C.
How to Develop a Better Guidance Program.
Pub Date—Apr 83

Note—14p; Paper presented at the Annual Meeting of the National School Board Association (San Francisco, CA, April 23-26, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Counseling, *Competence, Counselor Evaluation, Counselor Role, *Guidance Objectives, *Guidance Programs, Interpersonal Competence, Models, Program Evaluation, *School Guidance, Skill Development, Student Needs, Study Skills, *Systems Approach

Identifiers—*Competency Based Guidance, Maryland (Howard County)

Under development in a Maryland district, the Competency-Based Systems Oriented Guidance Program described here combines (1) a focus on helping all students become competent in knowledge, attitude, and skills and (2) a systems orientation addressing the entire spectrum of student life by providing a common language, methods of information exchange, and encouragement to make long range personal and vocational plans. Following a background review, a figure representing the program as a wheel is explicated. Elements of the program (discussed and exemplified by additional charts) include the guidance philosophy, a conceptual model of guidance, district and school guidance goals, and student competencies. Additional components of the wheel include a glossary, management systems, counselor agreements, needs data, individual school and counselor plans, student monitoring, an advisory council, and a master calendar of events. Other figures appended include the table of contents and a subheading contents page from a district guidance handbook. It is concluded that advantages of the program include built-in evaluation at various levels, flexible scope, adaptability to changed system needs, accountability, and facilitation of a new attitude toward guidance as an integral part of the academic program. (MJL)

ED 240 678 EA 016 404

Steller, Arthur W.
[How to Develop Positive Teacher-Parent Relationships.]

Pub Date—15 Apr 83

Note—13p; Paper presented at the National School Boards Association Convention (San Francisco, CA, April 23-26, 1983).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Elementary Secondary Education, *Family School Relationship, Guidelines, *Parent School Relationship, Public Opinion, *Public Relations, Recognition (Achievement), *School Community Relationship, School Districts, *Teacher Responsibility, *Teacher Role

Identifiers—PF Project

Because positive teacher-parent relationships have an effect upon student achievement and upon public opinion of the schools, numerous practical suggestions for improving home-school communication are presented. The following four areas are discussed: (1) educating teachers about their roles as public relations agents; (2) improving home-school communications; (3) recognizing good teachers and positive communicators; and (4) encouraging teachers to recognize the uniqueness of a particular child and his/her achievements. (JH)

ED 240 679 EA 016 412

School Activities: A Program to Enhance the Curriculum.

New York State Education Dept., Albany. Student Affairs Task Force.

Pub Date—Apr 83

Note—13p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Board of Education Role, Coordinators, *Extracurricular Activities, Faculty Advisers, Guidelines, Models, *Organization, *Program Development, Program Effectiveness, *School Activities, Secondary Education, Secondary Schools, *Student Government, Student Role, Superintendents, Teacher Role

Identifiers—PF Project

A model which secondary school administrators, teachers, and students can use for school activities programs is provided in this publication. Thirteen attributes of a successful program are described along with the roles which student leaders, superintendents, boards of education, principals, school activity advisors, and coordinators ought to play in such programs. The central and coordinating function of the student government is emphasized. Brief suggestions for evaluating both the school activities program and the student government are given and a publication of the National Association of Secondary School Principals is noted as a valuable resource. A resource list with names, addresses, and telephone numbers of 10 organizations concludes this guide. (JH)

ED 240 680 EA 016 415

Neill, Shirley Boes
How to Communicate Effectively with Staff Members. Tips for Principals from NASSP.

National Association of Secondary School Principals, Reston, Va.

Pub Date—Sep 83

Note—4p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Guides, *Communication Problems, *Communication Skills, Elementary Secondary Education, Guidelines, *Interpersonal Communication, Listening Comprehension, Listening Skills, *Principals, Speech Communication, *Teacher Administrator Relationship, Writing (Composition)

Identifiers—*Administrator Effectiveness, PF Project

Recommendations for improving communications skills are offered. It is stated that the process of communicating involves passing information and understanding from one person to another; a one-way process of sending out information is not good enough. To help principals communicate more effectively with their staff, recommendations are offered on the following topics: (1) improving listening skills; (2) making sure that the message is getting through to the other person; and (3) deciding whether to use oral or written communication. A list of reasons why misunderstandings occur is also included. (DC)

ED 240 681 EA 016 419

Smith, Walter
Close It, Sell It, or Lease It: What to Do with That Old School.

Pub Date—Apr 83

Note—13p; Paper presented at the National School Boards Association Convention (San Francisco, CA, April 23-26, 1983).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Guides, *Board of Education Role, Decision Making, Declining Enrollment, Elementary Secondary Education, Guidelines, *School Buildings, *School Closing, School Community Relationship

Identifiers—*Leasing, PF Project, *Sales Transactions

Recommendations on leasing or selling a surplus school building that has been closed due to declining enrollment are offered. Questions which need to be addressed in deciding which option to pursue are presented including whether it would be better to use the building for community purposes than to lease or sell it. The advantages and disadvantages of both leasing and selling are listed. Specific steps to follow after making the decision are provided. Steps common to both leasing and selling include: getting an appraisal, setting a price, preparing a booklet describing the property, working with economic development groups, advertising the property, meeting with prospective lessees or purchasers, developing a lease or sales agreement, approving the agreement at a board meeting, and obtaining the approval of or submitting the data to the proper

state agency. Steps which are specific to leasing are: reaching agreement on who is responsible for building modifications and how much the modifications will cost, and determining if a zoning change is necessary. Steps which are specific to selling are: preparing specifications and putting the property out to bid, and deciding whether or not to accept the bids. (DC)

ED 240 682 EA 016 425

Brotherson, Patricia A.
How to Set Goals in Your School System.

Pub Date—Apr 83

Note—30p; Contains faint/broken type on pages 20-23. Paper presented at the National School Boards Association Convention (San Francisco, CA, April 23-26, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Objectives, *Educational Planning, Elementary Secondary Education, Models, *Needs Assessment, Program Descriptions, *School Districts

Identifiers—*Goal Setting, PF Project

The script for a slide show which describes the goal-setting process undertaken by the Elkhart (Indiana) Community Schools to determine educational priorities is presented along with reproductions of the slides used in the show. Topics covered in the script and the slide reproductions include: (1) background information on the Elkhart schools; (2) seven questions to be addressed when designing a needs assessment study; (3) a diagram of the model used for the goal-setting process; (4) a description of the process used to gain parent and community input; (5) the format used for data collection; (6) the process and timelines used to study the data including board sessions and hearings; and (7) the 5-year priority schedule developed from the needs assessment recommendations. The 1983-1988 District Goals and Priorities of the Elkhart Community Schools is appended. (DC)

ED 240 683 EA 016 430

Heller, Robert W.
How to Find and Use a Good Consultant.

Pub Date—Apr 83

Note—7p; Paper presented at the National School Boards Association Convention (San Francisco, CA, April 23-26, 1983).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Board of Education Role, *Boards of Education, *Consultants, Elementary Secondary Education, Guidelines, Human Resources, *Personnel Selection, Referral

Identifiers—PF Project

Boards of education often feel that consultants are high-priced or of questionable quality; however, reasonably priced, highly competent consultants are available. Some issues facing school districts can best be approached using the specialized talents and objectivity available only from consultants. When a school board has decided that it needs a consultant, it should seek recommendations on who should be hired. The names of good consultants quickly emerge with strong endorsements from prior clients. The next step is to follow up on the recommendations by checking references and resumes. When the list of prospective consultants has been narrowed to two to four candidates, interviews should be scheduled. The candidates should be asked to prepare a detailed outline of their proposal. When a final selection has been made, the proposal should be reworked into contract form with someone from the board acting as the official contract person. Some portion of the fees should be designated for payment only after the final report has been accepted. Consultants can be a valuable resource if thoughtful planning is used in their recruitment. (DC)

ED 240 684 EA 016 431

Richards, Dennis E.
How to Find and Use a Good Consultant.

Pub Date—Apr 83

Note—8p; Paper presented at the National School Boards Association Convention (San Francisco, CA, April 23-26, 1983).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Guides, Boards of Education, *Consultants, Elementary Secondary

Education, *Employer Employee Relationship, *Employment Qualifications, Guidelines, Human Resources, *Personnel Selection, Problem Solving, Professional Personnel, *Professional Services, School Districts, Specialists

Identifiers—PF Project

Guidelines which explain five phases of the consulting process are offered to educators contemplating the employment of consultants. Discussion of the first phase, "contact/entry," contains seven tips to consider before hiring a consultant and six tips on forming the base of the working relationship with the consultant. The second phase, "diagnosis," is described as the process of determining by examination the cause and nature of the client's problem; six guidelines are offered for the successful completion of this phase. The third phase, "response," is discussed as a critical portion of the consulting experience as the solutions sought in the project are presented for consideration; nine questions are offered to help ensure satisfaction with the consultant's performance. The fourth phase presented is "disengagement" which requires the evaluation of results to see if a "response" has been successful, and if there might be a further need for "response" revision and/or additional resources. The last phase is "closure" which is the termination of the working relationship. Four activities are given which should be included as part of the "closure" by the consultant. Concluding this paper is a consultant's resource list of 16 books. (EM)

ED 240 685

EA 016 435

Namit, Charles J.

Advocacy Communications: A Game Plan to Win Public Support.

Pub Date—Apr 83

Note—10p.; Appendices A-C of the original document are missing and have not been reproduced here. Paper presented at the National School Boards Association Convention (San Francisco, CA, April 23-26, 1983).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, Boards of Education, Collective Bargaining, Elementary Secondary Education, Guidelines, *News Media, *Political Power, Public Relations, *School Community Relationship, School Districts, *Teacher Associations, Teacher Militancy, *Teacher Strikes, Unions

Identifiers—*Advocacy Communication, *Advocacy Planning, PF Project

Guidelines are given to school board members and administrators on using advocacy communications in dealing with teachers' strikes. Strikes are described as staged media events and extensions of the collective bargaining process. An educational association's "game plan" is outlined which summarizes the five central themes used by most associations to prepare the campaign against the school district. Tactics used during negotiations are listed including the seven deadly rules or power tactics from Saul O. Alinsky's book and training seminars entitled "Rules for Radicals." Ten telltale signs shown by teachers which indicate that a strike is drawing near are listed. Advice is provided to school districts on preparing a defense which consists of using "offense" by having a good public relations program to present their position. Advocacy communication is recommended and three steps are given in planning an effective campaign. The final advice includes three points to consider when preparing for a strike or any other crisis. Concluding these guidelines is a list of eight references. (EM)

ED 240 686

EA 016 438

Boyles, Lyle E.

How to Handle Impasses in Bargaining.

Pub Date—Apr 83

Note—7p.; Journal article attached to original document is copyrighted and has not been reproduced here. Paper presented at the National School Boards Association Convention (San Francisco, CA, April 23-26, 1983).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Guides, *Board of Education Role, *Boards of Education, *Collective Bargaining, Communication (Thought Transfer), Decision Making, Elementary Secondary Education, Employer Employee Relationship, Guidelines, Negotiation Agreements, *Negotiation Impasses, Problem Solving, School Administra-

tion, School Districts

Identifiers—PF Project

Suggestions to boards of education on handling an impasse situation in bargaining are given. Boards are advised to fully assess the possibility of gaining an acceptable agreement at the beginning of the negotiation session. If this cannot be done, six assumptions are offered as good advice in dealing with all impasse situations. Advice written by Hugh Casey, labor relations consultant, is presented regarding the avoidance of impasse. This advice includes six points on how to obtain a mutually acceptable solution and six points on how to determine if impasse is the next step when an agreement has not been made. A brief summary is given which warns that the longer contract talks last, the more the board loses in money and prerogatives. Information about the book, "The Art and Science of Negotiation" by Howard Raiffa-Cambridge, is provided. The book is suggested as background reading. (EM)

ED 240 687

EA 016 439

Durrant, Robert E.

How to Handle Impasses in Bargaining.

Pub Date—Apr 83

Note—5p.; Paper presented at the National School Boards Association Convention (San Francisco, CA, April 23-26, 1983).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Guides, Boards of Education, *Collective Bargaining, *Communication (Thought Transfer), Decision Making, Elementary Secondary Education, Employer Employee Relationship, Guidelines, Negotiation Agreements, *Negotiation Impasses, Problem Solving, School Administration, School Districts

Identifiers—PF Project

Guidelines in an outline format are presented to school board members and administrators on how to handle impasses in bargaining. The following two rules are given: there sometimes may be strikes, but there always will be settlements; and on the way to settlements, there always will be impasses. Suggestions for handling impasses are listed under the following headings: (1) keys to resolving an impasse; (2) how not to resolve an impasse; (3) keeping the pressure on; (4) dealing with personal attacks; (5) kinds of impasses; (6) use of the impasse procedures; (7) timing and balance; and (8) review the district's position. (EM)

ED 240 688

EA 016 442

Bachman, Duane

Communication Notebook.

Piqua City School District, OH.

Pub Date—Apr 83

Note—34p.; Presented at the National School Boards Association Convention (San Francisco, CA, April 23-26, 1983). Contains faint/broken type.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Interpersonal Communication, *Organizational Communication, Program Descriptions, Publicity, *Public Relations, Recognition (Achievement), *School Community Relationship, School Districts, School Involvement, *Teacher Administrator Relationship

Identifiers—PF Project

A wide variety of internal and external communication methods used by the Piqua City School District (Ohio) are described. A philosophy statement is followed by descriptions of the roles of the board of education, the community, the teachers, the superintendent, and the media in an effective communications program. Among the 41 external communication methods which are used to develop positive relationships with the community are personal contact by school administrators, media publicity, volunteer programs, and recognition for assistance to the schools. Seventeen methods of internal communication with school staff are described which emphasize the recognition of staff contributions and the development and maintenance of good administrator-staff relationships. Efforts to make board of education meetings as open to the community as possible and a program to recognize positive student actions are also described. (DC)

ED 240 689

EA 016 448

Improvement of School Climate.

Sierra Sands Unified School District, Ridgecrest, CA.

Pub Date—84

Note—3p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Demonstration Programs, *Educational Facilities Improvement, Junior High Schools, *Landscaping, *Morale, Physical Environment, Program Descriptions, School Community Relationship, *Student Motivation, Student Participation, *Student Projects, Student School Relationship, Teacher Participation

Identifiers—PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: As a part of its School Improvement Program, James Monroe Junior High School planned to improve its school climate. Since the physical school environment was devoid of landscaping and did not provide places for student socialization, all interested groups (PTSA, student council, students, staff, and faculty) agreed that the improvement of the buildings and grounds would improve student morale and inspire student caring about the school environment. Money was allocated from several sources to purchase shrubs, trees, and plants which would change the desert-like appearance of the campus. Wood and pipe were purchased to make benches to be placed around the trees. Students then began building the benches as a part of a shop class. In order to work on the qualities of responsibility and planning, several students were designated student supervisors and worked with their "crews" in preparing benches and then planting trees and erecting benches around them. In the meantime, the PTSA approved the installation of a watering/sprinkling system so that the summer upkeep of the landscaping would be simple. A weekend work party of faculty and students facilitated the removal and replanting of healthy trees and shrubs donated by our local military facility during the demolition of an old housing area. During this same weekend, the city and the local electric company donated several truckloads of dirt to level out and build up low-lying areas of the campus. Our final step was the concreting of an area around the trees and benches to create a "quad." Since the work has been completed, the students are using the benches at lunch time for a place to gather and socialize away from the classrooms. The students are obviously proud of their participation in this beautification process. The benches have not been defaced and the trees and shrubs have not been damaged. The students seem truly proud of their accomplishments and take pride in what they have done for themselves and their school. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (Author)

ED 240 690

EA 016 450

Bird, Ronald

Expenditures for Public Schools in the Southeast.

Southeastern Educational Information System

Analyses. SEIS Progress Report.

Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 83

Note—19p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Economics, *Educational Finance, Educational Improvement, Elementary Secondary Education, *Financial Support, *Regional Attitudes, School Community Relationship, School Support, School Taxes

Identifiers—Southeastern Regional Council Educ Improvement, *Southeastern States

The reluctance of the Southeast to increase educational spending is closely linked to the region's lagging behind the rest of the nation in quality of education and hence in overall standard of living. Six "myths" about educational spending, widely held in the Southeast, are here addressed: (1) That educational expenditures, worthwhile in the long run, are burdensome in the short run. In reality, dollars spent on education create jobs, purchase goods and services, and contribute to local economies. (2) That educational spending has greatly increased. In truth, increases have been modest

relative to inflation and new demands. (3) That higher salaries have improved the economic status of teachers. In fact, because of inflation, teachers' purchasing power has declined, and too little has been spent for support services. (4) That the Southeast spends proportionally more than other regions. Actually, expenditure per capita corresponds to the national average. (5) That the Southeast has been closing the gap. In reality, unless spending increases dramatically, the region will remain in last place. (6) That the Southeast cannot afford increased educational spending. On the contrary, one cent more per dollar of personal income could turn mediocrity into excellence. (TB)

ED 240 691 EA 016 451

Thomas, Sheila N. Meehan, Grady B.
Public Education in the Southeast: A Progress Report. Southeastern Educational Information System Analyses. SEIS Analyses Volume II. Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C. Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[83]
Note—22p.

Pub Type—Reports - Evaluative (142) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Assessment, Educational Improvement, Educational Quality, Educational Status Comparison, Educational Trends, Elementary Secondary Education, Equal Education, Regional Characteristics, School Statistics

Identifiers—Southeastern Regional Council Educ Improvement, United States (Southeast)

Through a number of measures, both quantitative and qualitative, this progress report explores the achievements of Southeastern public schools in meeting the continually expanding goal of quality education for all citizens. Quantitative figures are shown, regionally and state by state, for ages of compulsory attendance, public and private school enrollments (1980), public school enrollment per population, and literacy of population (1900 and 1980). Qualitative measures of educational progress are provided by graphs and charts illustrating percent of high school graduates in the United States population (1870-1970), high school graduates 25 and older (1970 and 1980), median school years completed (1950 and 1980), public kindergarten enrollment (1970 and 1980), black adults completing four or more years of high school (1970 and 1980), percentages of nonwhite populations, numbers of exceptional children served in public school programs, percent of children served in different educational environments, pupil/teacher ratios, minimum competency testing, and per capita personal income levels (relative to the nation as a whole). Conclusions derived from these statistics suggest three major challenges confronting education in the Southeast: (1) overcoming the legacy of poverty, (2) helping the nation compete in a highly technological world society, and (3) providing quality education with decreasing public resources. (TE)

ED 240 692 EA 016 454

Jenkins, Gene And Others
NCAA Rule No. 48: A National Study of the Academic Implications for U.S. Secondary Schools.
Clemson Univ., SC. Coll. of Education.
Pub Date—Jan 84
Note—108p.

Pub Type—Reports - Research (143) - Legal/Regulatory/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Athletics, Educational Assessment, Eligibility, Higher Education, Literature Reviews, Minimum Competencies, National Surveys, Principals, Secondary Education, Tables (Data)

Identifiers—National Collegiate Athletic Association Rule 48

A review of literature and a survey of approximately 40 percent of 4,688 public, private, and parochial school principals and 60 National Collegiate Athletic Association (NCAA) Division I institutions provide information on the effects of NCAA Rule No. 48, which mandates new academic criteria for the athletic eligibility of college entry level students. Limitations include guaranteed anonymity of respondents and variable location, size, and structure of responding institutions. The survey instruments are designed to collect demographic data

about schools and respondents and to focus on such questions about the rule as the degree of awareness, approval/disapproval, and methods to disseminate information. The report concludes by summarizing major conclusions and recommending such measures as increased dissemination of information about the rule and analysis of student records to determine how students will be affected. Eleven tables include data on geographic distribution, school size, team sport distribution, tenure of respondents, race/sex of respondents, number of grants-in-aid recipients, and recipients not meeting 2.0 grade point average requirements. Four appendixes present responses to the secondary school survey, comments from secondary school respondents, responses to Division I Institution I and Division I Institution II surveys, and the investigative staff. (PB)

ED 240 693 EA 016 456

Barry, Thomas J.
Theory X and Theory Y in the Organizational Structure.

Pub Date—Jan 82
Note—16p.; Synopsis of a doctoral thesis in behavioral science.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Employer Employee Relationship, Human Relations, Organizational Climate, Organizational Development, Organizational Theories, Organizations (Groups), Participative Decision Making, Postsecondary Education, Power Structure, Pyramid Organization

Identifiers—Cognitive Dissonance

This document defines contrasting assumptions about the labor force—theory X and theory Y—and shows how they apply to the pyramid organizational structure, examines the assumptions of the two theories, and finally, based on a survey and individual interviews, proposes a merger of theories X and Y to produce theory Z. Organizational structures based on theory X assume that people are willful, lazy, and require clearly defined lines of authority and control. Theory Y emphasizes human interaction and assumes that people like to work, seek responsibility, and are capable of self-control. Theory X assumptions characterize today's predominant pyramid organizational structure, a structure which is not conducive to the implementation of theory Y assumptions. Moreover, to completely change widespread and effective pyramid structures might be unwise. Nevertheless, sometimes theory X assumptions work best while in other situations theory Y assumptions are more appropriate. The document suggests, therefore, that organizations adopt a more flexible attitude midway between theories X and Y. This middle point is termed theory Z and is based on flexible, situational management, which resolves certain conflicts between theories X and Y. (PB)

ED 240 694 EA 016 457

Corbett, H. Dickson And Others
The Meaning of Funding Cuts: Coping with Chapter 2 of ECIA.
Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Nov 83
Note—66p.; Tables may not reproduce due to small print.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Block Grants, Budgeting, Case Studies, Categorical Aid, Educational Equity (Finance), Educational Finance, Educational Objectives, Educational Policy, Elementary Secondary Education, Financial Problems, Retrenchment, School District Autonomy, School Districts, State Federal Aid

Identifiers—Education Consolidation and Improvement Act 1981

Based on data from document reviews and interviews from 12 school districts in 3 states, this interim report presents findings from the first year of implementation of Chapter 2 of the Educational Consolidation and Improvement Act (ECIA) of 1981. The initial section of the report examines the redistribution of federal funds to local districts, the attainment of national education priorities, local flexibility in decision-making, and the reduction of administrative burdens. The second section, based on the premise that the local context significantly mediates Chapter 2's effects, presents case studies of five school districts that lost funding in the switch from antecedent programs to the block grant. These

districts are examined because the current mood in Washington still supports funding cuts for social services and because adjustments in Chapter 2 being discussed at the state and federal levels appear to focus on ways to compensate losers. The third section provides a discussion of the case studies and tries to account for differences in impacts the systems felt. The conclusion examines subsequent policy adjustments. Two appendixes provide research methods (the study's general approach, data collection procedures, and analysis methods) and capsule descriptions of the 12 school districts. (PB)

ED 240 695 EA 016 458

Graeber, James J. And Others
Oracle. Three Histories of the 1980's: Implications for Education.
Des Moines Public Schools, IA. Dept. of Evaluation and Research.

Pub Date—24 Aug 82
Note—48p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Culture Lag, Educational Change, Educational Trends, Elementary Secondary Education, Futures (of Society), Long Range Planning, Prediction, Social Change, Social Indicators, Sociocultural Patterns, Socioeconomic Influences, Trend Analysis

Identifiers—Des Moines Public Schools IA

Three hypothetical scenarios for the 1980's are presented as tools for exploring the future of the Des Moines, Iowa, Independent Community School District. Each is written in the past tense as a "history" and is followed by a set of implications for education. The first scenario conveys an optimistic view of current trends, suggesting that the eighties will be a prosperous decade characterized by the emergence of a new economic order based on information, with education as its foundation. Implications include increased diversity in educational needs, increased use of computers, and a retooling of educational objectives. The second, pessimistic scenario projects current economic problems into the future, positing a depression in the latter part of the decade. Educational implications include limited finances, teacher shortages, and increased special education enrollment. The third, "static view," scenario projects what is likely to occur if socioeconomic conditions remain largely as they are. The dominant likelihood for education will then be continuing budget restrictions. A working paper is included, consisting of 11 questions pertaining to educational planning, to be filled out in the context of each scenario. (TE)

ED 240 696 EA 016 459

Educational Goals, 82-83.
Des Moines Public Schools, IA. Dept. of Evaluation and Research.

Pub Date—[82]
Note—80p.; For a related document, see EA 016 460.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Responsibility, Board of Education Policy, Computer Oriented Programs, Curriculum Evaluation, Educational Administration, Educational Assessment, Educational Objectives, Educational Planning, Elementary Secondary Education, Food Service, Guidance Objectives, Inservice Teacher Education, Management Systems, Needs Assessment, Program Implementation, School Community Relationship, Special Education, Teacher Supervision, Transitional Programs, Vocational Education

Identifiers—Iowa (Des Moines)

Collected in this report are the Des Moines, Iowa, school district's goals and division objectives for 1982-83 and building objectives for fulfilling these goals. A prefatory statement by the superintendent describes a district planning and management system of continuous goal and objective setting combined with evaluation of progress in improving educational services. District goals are: (1) determining the future direction of the instructional program and guidance and other support programs, (2) improving the level of public understanding and support, (3) designing the educational program to ensure student achievement of district objectives and to make the most effective use of staff and student time, (4) providing the staff with adequate support to facilitate implementation of changes, and (5) implementing specific plans for the new delivery system for vocational/technical education and tran-

sitional schools. A chapter on division and departmental objectives identifies administrators responsible for implementing objectives for each goal. A school-by-school report of building objectives comprises the bulk of the document. A related report is devoted to assessment of progress toward these goals. (MJL)

ED 240 697

EA 016 460

Wilson, Morris D. Baldwin, Robert
Educational Goals and Results, 1982-83.
Des Moines Public Schools, IA. Dept. of Evaluation and Research.
Pub Date—Aug 83
Note—150p.; For a related document, see EA 016 459.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Administrator Responsibility, *Board of Education Policy, Computer Oriented Programs, Curriculum Evaluation, Educational Administration, *Educational Assessment, Educational Finance, Educational Improvement, *Educational Objectives, *Educational Planning, Elementary Secondary Education, Food Service, Guidance Objectives, Inservice Teacher Education, Management Systems, Needs Assessment, *Program Implementation, School Community Relationship, Special Education, *Summative Evaluation, Teacher Supervision, Transitional Programs, Vocational Education
Identifiers—*Iowa (Des Moines)

As a function of Des Moines, Iowa's, planning and management system for improving educational services through coordinated, continuous planning and evaluation at all levels from superintendent to classroom teacher, this report measures the success of district administration and individual schools in achieving stated objectives for 1982-83. Five board-determined goals are included in a related document. Division and departmental objectives toward realizing these goals are listed here, accompanied by brief summaries of progress made. The same format is used to assess achievement of building objectives by each school. An annual financial statement for the district operating fund is appended. (MJL)

ED 240 698

EA 016 461

Pannwitt, Barbara
Microcomputer Instruction in Special Education and the Fine and Practical Arts, Part III.
National Association of Secondary School Principals, Reston, Va.
Pub Date—Feb 84
Note—8p.; For Parts I and II of this series, see EA 016 361-362.

Available from—Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (\$8.55 prepaid; quantity discounts; payments must accompany orders of \$15.00 or less).

Journal Cit—Curriculum Report; v13 n4 Feb 1984
Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Autoinstructional Aids, *Computer Assisted Instruction, Computer Graphics, *Educational Technology, Fine Arts, Home Economics, Individualized Instruction, Industrial Arts, *Microcomputers, Music Education, Programmed Instruction, *Special Education, Theater Arts
Identifiers—Minnesota Educational Computing Consortium

The last of a three-part series on computer-assisted instruction (CAI), this report describes microcomputer applications in special education, music, visual arts, speech arts and drama, home economics, and industrial/vocational arts. Under each subject heading, current and developing computer applications are discussed and specific courseware developed by MECC (Minnesota Educational Computing Consortium) is described. In special education, computer systems have been developed to aid blind, deaf, speech-impaired, motor-control handicapped, and intellectually handicapped students. Developments in the fine arts include electronic music synthesizers, a computer-feedback keyboard instrument that teaches how to play, computer graphics for visual arts, and set design courseware for drama. In the practical arts, courseware has been developed for a wide range of home economics and industrial/vocational arts applications, from nutrition and family planning to driver training, money management, and home improvement.

Seven examples are then provided of programs currently operating in these areas at high schools across the country. At the head of each description are the name and address of the school or agency and the name and position of a contact person. (TE)

ED 240 699

EA 016 462

Evaluator's Guide for Microcomputer-Based Instructional Packages, Revised.
International Council for Computers in Education, Eugene, Ore.

Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-80-0105

Note—48p.; A revised and expanded version of ED 206 330, originally developed by MicroSIFT, a project of the Computer Technology Program of the Northwest Regional Educational Laboratory, Portland, Oregon.

Available from—International Council for Computers in Education, 1787 Agate Street, University of Oregon, Eugene, OR 97403 (\$3.00 prepaid; quantity discounts).

Pub Type—Tests/Questionnaires (160) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computer Programs, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Quality Control, Specifications, Standards

Identifiers—Courseware Evaluation, Microcomputer Software and Info for Teachers

Two instruments have been developed to aid teachers and other educators in evaluating educational software and courseware: the "Courseware Description" form and the "Courseware Evaluation" form. Complete instructions for using both forms are provided in this guide, along with the forms themselves. Prior to the instructions is an introductory section explaining the purpose of the guide, describing the four-stage evaluation process (sifting, description, peer review, and indepth evaluation), and providing a basic definition of terms. The instructions themselves include thorough explanations of each descriptive and rating criterion on the two forms. Then five sample reviews are provided for the following courseware: "Bumble Plot" (elementary mathematics), "Word Games" (spelling), "Krell's College Board SAT" (test preparation), "Three Mile Island" (physical science), and "Dragon Mix" (elementary mathematics). A list of International Council for Computers in Education (ICCE) member organizations is provided on the inside back cover. (TE)

ED 240 700

EA 016 463

Moursund, David
School Administrator's Introduction to Instructional Use of Computers.
International Council for Computers in Education, Eugene, Ore.

Pub Date—83
Note—69p.
Available from—Publications, International Council for Computers in Education, 1787 Agate Street, University of Oregon, Eugene, OR 97403 (\$3.00 prepaid; quantity discounts).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Calculators, *Computer Assisted Instruction, Computer Literacy, *Computers, Cost Estimates, Curriculum Development, Educational Planning, Educational Technology, Elementary Secondary Education, Programming Languages

This booklet is intended to acquaint educational policy-makers with some of the current roles and potential applications of computers in the curriculum, and to encourage them to initiate actions that will lead to proper and effective instructional use of computers in school systems. It is organized as a series of questions and answers designed to give an overview of computers in education, with emphasis on instructional use. For each question, a brief answer is provided in boldface, followed by a more detailed discussion. Part I answers basic questions about computers, computing, hardware, software, and programming languages. Part II covers instructional use of computers, including the kinds of problems they can solve, the categories of educational use, the role they play in problem solving, their use as learning aids, and sections addressing computer education and calculators. Part III is devoted to the

problems and procedure for developing appropriate goals, followed by a discussion of anticipated costs. Part IV consists of nine appendixes, seven of which are editorials by the author reprinted from "The Computing Teacher," while the remaining two are a brief glossary and a guide to periodical literature. (TE)

ED 240 701

EA 016 464

Rogers, Jean B.
An Introduction to Computing: Content for a High School Course.
International Council for Computers in Education, Eugene, Ore.
Pub Date—Jun 81
Note—53p.

Available from—Publications, International Council for Computers in Education, 1787 Agate Street, University of Oregon, Eugene, OR 97403 (\$2.50 prepaid; quantity discounts).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Computer Assisted Instruction, *Computer Oriented Programs, *Computers, Computer Science, *Computer Science Education, *Course Descriptions, Curriculum Guides, Programming, Secondary Education

A general outline of the topics that might be covered in a computers and computing course for high school students is provided. Topics are listed in the order in which they should be taught, and the relative amount of time to be spent on each topic is suggested. Seven units are included in the course outline: (1) general introduction, (2) using computers for learning, (3) information retrieval, (4) computers in creative arts, (5) modeling and simulation, (6) artificial intelligence, and (7) conclusions. The units are subdivided into anywhere from two to seven lesson plans, each of which emphasizes three out of the following four strands of content: applications, programming, computer environment, and social impact. Lists of resource books and periodicals are provided at the end. (TE)

ED 240 702

EA 016 466

Shostak, Robert, Ed.
Computers in Composition Instruction.
International Council for Computers in Education, Eugene, Ore.

Pub Date—84
Note—89p.; Revised and expanded version of ED 226 709.

Available from—International Council for Computers in Education, 1787 Agate Street, University of Oregon, Eugene, OR 97403 (\$6.00 prepaid; quantity discounts).

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Autoinstructional Aids, *Computer Assisted Instruction, *Computer Programs, Elementary Secondary Education, *Microcomputers, Prewriting, Programmed Tutoring, Programming, Student Writing Models, *Writing (Composition), Writing Exercises, *Writing Instruction, *Writing Processes

This volume consists of nine conference papers and journal articles concerned with microcomputer applications in the teaching of writing. After a general introduction entitled "Computer-Assisted Composition Instruction: The State of the Art," by Robert Shostak, four papers are devoted to how computers may help with the writing process. In "Computer-Assisted Prewriting Activities: Harmonics for Invention," Hugh Burns describes the computer as a tool for helping writers discover, arrange, and style ideas by means of interactive questioning strategies. A similar heuristic device for writing about literature is described by Helen Schwartz in "But What Do I Write—Literary Analysis Made Easier." In "Computers and the Composition Process: An Examination of Computer-Writer Interaction," Earl Woodruff identifies three ways a computer can help students write: as consultant, questioner, and collaborator. Then William Wresch, in "Writer's Help: A System Approach to Computer-Assisted Writing," employs computer programs to help students pick a subject, answer questions about it, and organize their ideas in a rough draft. The next three articles concern courseware design, beginning with an overview on "Design Considerations" by Alfred Bork, followed by articles on "Evaluating Textual Responses" by Joseph Lawlor and "Developing Interactive Language

Experiences for the Computer" by Gloria Kuchinskas. The volume concludes with an essay on "Courseware Selection" by Ann Lothrop, followed by a list of computer-related journals and biographical notes on the authors. (TE)

ED 240 703

EA 016 469

Moursund, David
Precollege Computer Literacy: A Personal Computing Approach. Second Edition.
International Council for Computers in Education, Eugene, Ore.

Pub Date—Apr 83

Note—33p.; This booklet is an updated and expanded version of a paper, "Personal Computing for Elementary and Secondary School Students," presented at a computer literacy conference organized by the Human Resources Research Organization and the Minnesota Educational Computing Consortium (Reston, VA, 1980).

Available from—Publications, International Council for Computers in Education, 1787 Agate Street, University of Oregon, Eugene, OR 97403 (\$1.50 prepaid; quantity discounts; on non-prepaid orders, add \$2.50 postage and handling).

Pub Type—Information Analyses (070)—Reports—Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, *Computer Literacy, *Computer Oriented Programs, *Computers, Curriculum Development, Educational Technology, Elementary Secondary Education, *Futures (of Society), *Programming, Student Teacher Relationship, Technological Advancement

Intended for elementary and secondary teachers and curriculum specialists, this booklet discusses and defines computer literacy as a functional knowledge of computers and their effects on students and the rest of society. It analyzes personal computing and the aspects of computers that have direct impact on students. Outlining computer-assisted learning (CAL), the author delineates two types: tutor mode CAL (the computer imparts knowledge to the student) and tutee mode CAL (the student directs interaction with the computer). Discussing the use of computers as an aid to problem solving in the classroom, the author predicts it will substantially change parts of the curriculum. The discipline of computer and information science is a new and important discipline, and high schools may need to provide such courses as part of computer literacy. Describing entertainment uses for the computer, the author shows there is no clear dividing line between entertainment and education. Students understanding the computer's potential for change are better prepared to plan their future. The booklet includes a glossary of computer terms. (MD)

ED 240 704

EA 016 470

Pelle, Howard A.
Computer Metaphors: Approaches to Computer Literacy for Educators.
International Council for Computers in Education, Eugene, Ore.

Pub Date—84

Note—49p.

Available from—Publications, International Council for Computers in Education, 1787 Agate Street, University of Oregon, Eugene, OR 97403 (\$6.00 prepaid; quantity discounts; on non-prepaid orders, add \$2.50 postage and handling).

Pub Type—Opinion Papers (120)—Guides—Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Computer Assisted Instruction, *Computer Literacy, *Computers, Educational Technology, Elementary Secondary Education, *Instructional Improvement, *Metaphors

Because metaphors offer ready perspectives for comprehending something new, this document examines various metaphors educators might use to help students develop computer literacy. Metaphors described are the computer as person (a complex system worthy of respect), tool (perhaps the most powerful and versatile known to humankind), brain (both brain and computer being excellent control devices), map (showing the locations and connections between various centers of knowledge), glass box (intended to reveal rather than conceal), vitamin (providing some essential vitamins for the educational diet), palette (for the creative artist), mentor (having some of the qualities of a good teacher), and catalyst (for revitalizing education).

Among other computer literacy metaphors briefly noted are the computer as hydraulic system, pupil, toy, and idol. The document concludes that educators must think about how to go beyond metaphor to a more substantial understanding of computer science, information theory, and applications of advanced technology. (PB)

ED 240 705

EA 016 471

Moursund, David
Teacher's Guide to Computers in the Elementary School. Revised.
International Council for Computers in Education, Eugene, Ore.

Pub Date—Oct 82

Note—53p.

Available from—Publications, International Council for Computers in Education, 1787 Agate Street, University of Oregon, Eugene, OR 97403 (\$2.50 prepaid; quantity discounts; on non-prepaid orders, add \$2.50 postage and handling).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Calculators, *Computer Assisted Instruction, *Computer Literacy, Computer Managed Instruction, *Computer Oriented Programs, Computer Programs, Elementary Education, *Instructional Improvement, Programming Languages

In three parts, this booklet provides elementary teachers with definitions of essential computer terminology and examines instructional uses of computers and computer-related activities. Terms defined are computer, interactive computing, computer hardware, computer software, and programming languages. Part 2 explores the main categories of the educational use of computers (administrative, instructional, and research), the impact of computers on the curriculum (stressing the importance of computers as problem-solving tools), computers as aids to instruction (including computer-augmented learning, computer-managed instruction, and computer-assisted instruction), computer literacy (stressing student awareness and specific instruction in precollege education), the role of calculators in elementary education, and the need for elementary school teachers to be calculator and computer literate. Part 3 contains a variety of computer-related activities that can be used in an elementary school or in a teacher training setting. The need for access to computer equipment and the degree of teacher knowledge vary according to the activity. The booklet includes an appendix with references, a glossary, and an 11-entry guide to periodical literature dealing with pre-college instructional uses of computers. (PB)

ED 240 706

EA 016 473

Moursund, David
Introduction to Computers in Education for Elementary and Middle School Teachers.
International Council for Computers in Education, Eugene, Ore.

Pub Date—83

Note—97p.

Available from—Publications, International Council for Computers in Education, 1787 Agate Street, University of Oregon, Eugene, OR 97403 (\$7.00 prepaid; quantity discounts; on non-prepaid orders, add \$2.50 postage and handling).

Pub Type—Guides—Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Autoinstructional Aids, Calculators, *Computer Assisted Instruction, *Computer Literacy, Computer Managed Instruction, Computer Oriented Programs, Computer Programs, *Computers, *Computer Science, Educational Technology, Elementary Education, *Guides, Input Output Devices, Inservice Teacher Education, Introductory Courses, Microcomputers, Middle Schools, Problem Solving, *Teachers

Designed to help elementary and middle school teachers increase their level of computer-education literacy, this book discusses the capabilities, limitations, applications, and possible impact of computers in education. Chapter 1 briefly defines what a computer is and explains the book's goals and applications. Chapter 2 provides a technical overview of microcomputers and computer software and hardware, an appendix on calculators, and discussions of computer output devices, the computer's central processing unit, computer memory, and videodisks. Following chapter 3's demonstrations of how computers can provide "automatic flashcards" for students, chapter 4 describes a variety of educational

computer games. In chapter 5, the author reviews the history of automated symbol manipulation and the development of computer languages such as FORTRAN and BASIC. Chapter 6 focuses on the use of computers for problem solving and outlines several possible applications. Chapter 7's discussion of computer and information science includes attention to modeling and simulation, information retrieval, computer graphics, artificial intelligence, and computer science's educational implications. Chapter 8 is devoted to the future of computers in business, industry, and education. The book concludes with an appendix on precollege computer literacy. (JBM)

ED 240 707

EA 016 474

Moursund, David
Parent's Guide to Computers in Education.
International Council for Computers in Education, Eugene, Ore.

Pub Date—83

Note—81p.

Available from—Publications, International Council for Computers in Education, 1787 Agate Street, University of Oregon, Eugene, OR 97403 (\$3.50 prepaid; quantity discounts; on non-prepaid orders, add \$2.50 postage and handling).

Pub Type—Guides—Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Computer Assisted Instruction, *Computer Oriented Programs, Educational Technology, Elementary Secondary Education, Extension Education, Parent Influence, *Parent Participation, *Parent School Relationship, Teaching Machines

Addressed to the parents of children taking computer courses in school, this booklet outlines the rationales for computer use in schools and explains for a lay audience the features and functions of computers. A look at the school of the future shows computers aiding the study of reading, writing, arithmetic, geography, and history. The features of computers are then covered in two chapters: the first on the history and distinctive functions of computer systems, and the second on the properties of computer hardware and software, including the general problem solving strategies used by programmers. The three main instructional uses of computers—in computer-assisted learning, problem solving, and literacy—are then explained, with discussions of the realistic goals for computers in education and the essential elements of a successful programming curriculum. The author also points out what parents can do to help their children learn about computers, including using computers in the public library or science museum, or placing computers in scout troops and summer camps. To facilitate computer education at home, the final section discusses the major considerations in buying and using a home computer. An article by Merle Marsh, entitled "Comes the Dawn (If Only I Can Find the Switch)," about a mother's experiences in becoming computer literate is also included. (JW)

ED 240 708

EA 016 475

Does Money Make a Difference in the Quality of High School Education? A Report by Twelve New Hampshire Citizens Based on Visits to Eight Public High Schools.

New Hampshire Univ., Durham. Center for Educational Field Services.

Spons. Agency—Charles F. Kettering Foundation, Dayton, Ohio.

Pub Date—Mar 84

Note—31p.

Available from—Publications, Center for Educational Field Services, Morrill Hall, University of New Hampshire, Durham, NH 03824 (\$2.00).

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Educational Equity (Finance), Educational Finance, Educational Improvement, *Educational Quality, Expenditure Per Student, Financial Support, High Schools, Public Schools, School District Spending, *School Effectiveness, School Support

Identifiers—New Hampshire

Eleven residents of New Hampshire, representing business, education, parents, and state government, visited eight high schools in the state to determine if differences in school budgets affected the quality of education. Members of the study team spent one day in each school and weighed data on staffing, educational opportunities and results, teaching loads, and dropout rates. They compared low-ex-

penditure with high-expenditure schools through statistics and observations. They found that although school quality may be enhanced by such factors as community values, administrative leadership, and faculty commitment, more financial support for a school generally leads to more and better educational opportunities for students—a condition that in turn leads to better educational quality. Included are descriptions of each of the high schools visited and a compilation of comparative data. (JW)

ED 240 709 EA 016 476

Bergen, John J.

The Private School Movement in Alberta.

Pub Date—Dec 82

Note—23p.; Document may not reproduce well due to small print.

Journal Cit—*Alberta Journal of Educational Research*; v28 n4 p315-36 Dec 1982

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Board of Education Policy, Enrollment, Enrollment Influences, Foreign Countries, Parent Attitudes, Parent School Relationship, Parochial Schools, Private School Aid, Private Schools, Public Schools, State Aid

Identifiers—Alberta

The author provides a comprehensive overview of trends in private school growth and enrollments, and defines the issues surrounding the controversy between private and public schools in Alberta, Canada. Statistical information about numbers of private schools in Alberta, their funding, and the makeup of their students was obtained from Alberta provincial studies; views regarding private schools were also obtained through questionnaires sent to 42 private schools, 61 parents of private-school students, and 54 public school boards in Alberta. Statistics show that the number of private schools increased during 1978-81, as did the number of private-school students. The increase was caused by religiously oriented private schools, which increased their enrollments over 60 percent from 1976 to 1983. Private-school parents reported that they enrolled their children for more Christian education than could be found in public schools. Responses from public school boards indicate that they generally accept the existence of private schools as a political reality but note a potential problem in continuing sufficient funding of public schools while private schools are also receiving government grants. (JW)

ED 240 710 EA 016 477

Davies, John L.

The Practice of Educational Consultancy in the Context of Policy Formation.

Pub Date—[82]

Note—22p.

Pub Type—Reports - Evaluative (142) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Consultants, Decision Making, Educational Administration, Governance, Organizational Climate, Organizational Communication, Organizational Theories, Participative Decision Making, Policy Formation, Political Socialization, Politics of Education, Power Structure, Professional Services

Identifiers—Enderud (H G), Four Phase Model (Policy Formation)

The effectiveness, behavior, and role of the consultant as policy advisor is examined in light of three operating assumptions: (1) that educational organizations are subject to politicization; (2) that the consultant's primary role is to assist in nonroutine, potentially controversial policy decisions; and (3) that the consultant must therefore know the political dynamics of policy-making. Section 1 addresses the political context, including factors contributing to politicization and the nature of problems for which organizations retain consultants. Section 2 concerns problems for the consultant arising from the "anarchy trap," or inherent limitations on manageability in an educational organization due to the diffuse structure of responsibilities and correspondingly weak feedback mechanisms. Accordingly, section 3 provides three choices of approach for the educational consultant: (1) accept the inevitabilities of the "anarchy trap" and restrict his/her role to researcher, catalyst, resource, or counselor; (2) attempt to redefine or clarify the organizational structure; (3) use the organizational ambiguities creatively to "go with the flow." Section 4 provides a four-phase model for policy decisions: "garbage can," negotiations, persuasion/legitimation, and bu-

reocratization. A flow chart is included. Section 5 summarizes the paper as a whole and assesses the implications of the four-phase model. References are included. (TE)

ED 240 711 EA 016 478

Robinson, Norman Stacey, Caroline

How Successful Federal and Provincial Politicians Evaluate Their School Board Experience as a Political Apprenticeship.

Pub Date—Apr 84

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Board Candidates, Elementary Secondary Education, Political Attitudes, Political Influences, Political Socialization, Trustees

Identifiers—British Columbia

This study examines the value of school board experience as a political apprenticeship for a group of 10 politicians in Canada who went on to successful careers in the House of Commons or the Legislative Assembly of British Columbia. Structured indepth interviews focused on the study's principal concerns: political socialization, political recruitment, and political apprenticeship. Findings show that the majority of the respondents came from politically active families and underwent early political socialization. Six of the respondents were recruited to run for the school board by others (three by parents, friends, and neighbors; two by mayors; and one by a ratepayers' association). The other four respondents initiated their own candidacies. For nine of the respondents, election to the school board started their political careers. For all 10 of the respondents, the school board experience was an invaluable political apprenticeship, which developed such political skills as coalition building, conflict resolution, assessment of expert evidence, and financial management. The study calls for further research to examine whether the political experiences of less successful school board members differ markedly from those discussed in this study. (PB)

ED 240 712 EA 016 479

Sistrunk, Walter E.

The Mississippi Fair Employment Practices Act: The Statute and Some Cases.

Pub Date—Aug 82

Note—9p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (San Marcos, TX, August 1982).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Board of Education Policy, Compliance (Legal), Court Litigation, Due Process, Elementary Secondary Education, Equal Protection, Labor Legislation, School Personnel, State Legislation, Superintendents, Teacher Dismissal, Teacher Rights, Tenure

Identifiers—Mississippi Fair Employment Practices Act 1974, School Employment Procedures Act (Mississippi)

Statutory and case law since 1953 have created a firm basis for personnel policy in Mississippi public school districts. House Bill No. 11 (1953) prescribed methods for the selection and employment of professional staff and conditions for their suspension and dismissal, establishing rights of proper notice and due process. Standards for notification and procedures for hearings and appeal are codified in the School Employment Procedures Act of 1977, which supersedes the Mississippi Fair Employment Practices Act of 1974. Litigation pursuant to these laws (represented here by a list of 19 decisions from 1969 to 1981) has limited the powers of superintendents, curbed discriminatory employment practices, and required strict adherence to statutory due process. Although the courts have provided school employees substantial protection from arbitrary dismissal, they have left the discretionary powers of school boards largely intact. Perhaps for this reason, the Mississippi Association of Educators has proposed changes in the law; its pressure is likely to succeed in the near future. (MCG)

ED 240 713 EA 016 480

Loucks, Susan F. And Others

Setting the Stage for a Study of School Improvement. A Study of Dissemination Efforts Supporting School Improvement. People, Policies, and

Practices: Examining the Chain of School Improvement, Volume I.

Network of Innovative Schools, Inc., Andover, Mass.

Spons Agency—Department of Education, Washington, D.C. Office of Planning, Budget, and Evaluation.

Pub Date—82

Contract—OE30-78-0527

Note—198p.; For related documents, see EA 016 481-489. Portions of document may reproduce poorly due to small, blurred print.

Available from—Publications, The NETWORK, Inc., 290 South Main Street, Andover, MA 01810

(\$18.00; 10-volume set of entire study, \$150.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Content Analysis, Data Analysis, Educational Finance, Educational Improvement, Elementary Secondary Education, Federal Aid, Federal Programs, Field Studies, Government School Relationship, Politics of Education, Research Design, Research Methodology, Research Tools

Identifiers—Levels of Use Scale (Hall and Louck), National Diffusion Network, Practice Profiles

The first in a 10-volume report, this volume provides an overview of the NETWORK school improvement study as a whole, placing it within the context of federal dissemination-related school improvement policies and programs. Existing research on these programs is examined and synthesized, and the evolution of the federal role in dissemination is traced. Also, Volume I outlines the objectives of the study, specifies and characterizes the sample, and describes the design and overall approach in detail. The study employs "state-of-the-art" data collection and analysis methodologies, including the development of "Practice Profiles" for each of the 61 practices studied, assessment of "Levels of Use" for each of the 315 teachers, content analysis of all interviews, use of causal models to determine factors influencing outcomes of school improvement, and development of unique qualitative approaches to analyzing field data. Sample schools (146) were selected for the study from those involved with 4 different federal school improvement strategies: interpersonal linkage of validated practice, commercial distribution, state administration of dissemination, and local development and invention. Data were collected at all levels of education—from federal program officers to teachers—and were subjected to a wide range of analyses, resulting in an indepth understanding of implementation and institutionalization processes. The volume concludes with a discussion of the pros and cons of the study's approach and design. (TE)

ED 240 714 EA 016 481

Loucks, Susan F. And Others

Portraits of the Changes, the Players, and the Contexts. A Study of Dissemination Efforts Supporting School Improvement. People, Policies, and Practices: Examining the Chain of School Improvement, Volume II.

Network of Innovative Schools, Inc., Andover, Mass.

Spons Agency—Department of Education, Washington, D.C. Office of Planning, Budget, and Evaluation.

Pub Date—82

Contract—OE30-78-0527

Note—250p.; For related documents, see EA 016 480-489.

Available from—Publications, The NETWORK, Inc., 290 South Main Street, Andover, MA 01810

(\$18.00; 10-volume set of entire study, \$150.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Block Grants, Educational Development, Educational Improvement, Educational Innovation, Elementary Secondary Education, Federal Aid, Federal Programs, Government School Relationship

Identifiers—Bureau of Education for the Handicapped, Elementary Secondary Education Act Title IV C, National Diffusion Network

Based on a local site sample of 146 school districts, this volume (the second in a series of 10) describes school improvement efforts supported by 4 different federal strategies and representative programs: interpersonal linkage of validated practices (National Diffusion Network), commercial distribution (Bureau of Education for the Handicapped

Market-Linkage Program), state administration of dissemination (ESEA Title IV-C Adoption Grants), and Local Development and Innovation (ESEA Title IV-C Development Grants). Characteristics of the innovative practices, the people involved, and the contexts in which they occur are discussed, along with contributions of school personnel, local and external facilitators, and other sources of assistance. The outcomes from involvement in improvement efforts are reported, ranging from extent of use of the practices, to student, teacher, and school benefits, to institutionalization. Assistance from outside the school district, most often from external facilitators funded by federal programs, was the key to preparing and supplying teachers to use the new practices and encouraging building and district support. (TE)

ED 240 715 EA 016 482

Bauchner, Joyce Ellyn. And Others
Models of Change. A Study of Dissemination Efforts Supporting School Improvement. People, Policies, and Practices: Examining the Chain of School Improvement, Volume III. Network of Innovative Schools, Inc., Andover, Mass.

Spons Agency—Department of Education, Washington, D.C. Office of Planning, Budget, and Evaluation.

Pub Date—82
Contract—OE30-78-0527
Note—160p.; For related documents, see EA 016 480-489. Portions of document may reproduce poorly due to small print.

Available from—Publications, The NETWORK, Inc., 290 South Main Street, Andover, MA 01810 (\$15.00; 10-volume set of entire study, \$150.00).
Pub Type—Reports—Research (143)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Demography, *Educational Assessment, Educational Change, Educational Development, *Educational Improvement, Elementary Secondary Education, Federal Aid, Government School Relationship, *Methods Research, *Models, *Research Tools
Identifiers—*Facilitators

In the third volume of this 10-volume report, 3 causal models of the school improvement process are presented and are used to identify outcomes of implementation and the factors influencing success. The first model predicts individual-level outcomes as a function of the magnitude of expected changes in instructional practice and the time spent on practice-related activities. The second model predicts school-level outcomes by projecting causal or predictive links between demographics, administrative context, practice-specific assistance, school-level outcomes, and individual-level outcomes. (Another predictive chain is posited between demographics, teaching context, and individual outcomes.) The third model predicts external facilitator assistance as a function of his or her position. External facilitators must choose (1) whether to work primarily with administrators or with teachers, (2) whether to emphasize "front end" or "back end" assistance, and (3) whether to concentrate on evaluation or continuation/extension activities. Findings obtained through the application of these models indicate factors that contribute to the success of an implementation effort. Implications for school and district personnel, external facilitators, and state and federal policymakers are discussed. (TE)

ED 240 716 EA 016 483

Huberman, A. Michael. And Others
Innovation Up Close: A Field Study in Twelve School Settings. A Study of Dissemination Efforts Supporting School Improvement. People, Policies, and Practices: Examining the Chain of School Improvement, Volume IV. Network of Innovative Schools, Inc., Andover, Mass.

Spons Agency—Department of Education, Washington, D.C. Office of Planning, Budget, and Evaluation.

Pub Date—82
Contract—OE30-78-0527
Note—588p.; For related documents, see EA 016 480-489. Portions of document will not reproduce due to small print.

Available from—Publications, The NETWORK, Inc., 290 South Main Street, Andover, MA 01810 (\$25.00; 10-volume set of entire study, \$150.00).
Pub Type—Reports—Research (143)
EDRS Price—MF03 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Case Studies, Educational Environment, Educational Improvement, *Educational Innovation, Elementary Secondary Education, Federal Programs, *Field Studies, Nontraditional Education, *Program Effectiveness, *Program Evaluation, *Research Projects
Identifiers—Elementary Secondary Education Act Title IV C, National Diffusion Network

The fourth volume of a 10-volume report, this document provides a synthesis and analysis of in-depth ethnographic case studies of 12 school districts engaged in school improvement efforts in a subsample of the study's 146 districts. All districts were implementing new practices, seven using National Diffusion Network innovations and five developing and implementing practices of their own design funded through Title IV-C Development Grants. Each stage of the implementation process is portrayed, from preadoption to institutionalization, when it occurred. The motivations, behaviors, and aspirations of school personnel involved in the improvement effort are explored; aspects of the implementation process, including factors affecting its success, are examined; and outcomes, including impact on students, are discussed. Four patterns leading to the success or failure of implementation are identified: "enforced, stabilized use," "overreaching," "blunting/downsizing," and "indifference/discouragement." (TE)

ED 240 717 EA 016 484

Shive, Glenn. Eiseman, Jeffrey W.
Dissemination for School Improvement: An Analysis of Nine Federal Education Programs. A Study of Dissemination Efforts Supporting School Improvement. People, Policies, and Practices: Examining the Chain of School Improvement, Volume V. Network of Innovative Schools, Inc., Andover, Mass.

Spons Agency—Department of Education, Washington, D.C. Office of Planning, Budget, and Evaluation.

Pub Date—82
Contract—OE30-78-0527
Note—102p.; For related documents, see EA 016 480-489.

Available from—Publications, The NETWORK, Inc., 290 South Main Street, Andover, MA 01810 (\$15.00; 10-volume set of entire study, \$150.00).
Pub Type—Reports—Research (143)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, *Educational Improvement, Educational Innovation, Educational Policy, Elementary Secondary Education, *Federal Programs, Government School Relationship, *Program Effectiveness, *Program Evaluation, Special Education

Identifiers—Basic Skills Improvement Program, Bureau of Education for the Handicapped, Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title II, Elementary Secondary Education Act Title III, Elementary Secondary Education Act Title IV C, Handicapped Children's Early Education Program, Joint Dissemination Review Panel, Project Follow Through

In the fifth volume of a 10-volume report, the development of federal dissemination-related school improvement policy is depicted through short case studies of nine distinctly different programs sponsored by the Department of Education: Elementary Secondary Education Act (ESEA) Title III/IV-C, the Joint Dissemination Review Panel, the National Diffusion Network, ESEA Title I, the Follow Through Program's Resource Centers, the Handicapped Children's Early Education Program Outreach Centers, the Market Linkage Project created by the Bureau of Education for the Handicapped, and ESEA Title II's Basic Skills Improvement Program. Assumptions about the transfer of information and practices and the ways in which these assumptions and the developing dissemination knowledge base influenced individual program strategies are explored. Thirty-two specific recommendations for restructuring and redirecting federal school improvement efforts are discussed. (TE)

ED 240 718 EA 016 485

Thompson, Charles L.
Dissemination at the National Institute of Education: Contending Ideas about Research, Practice, and the Federal Role. A Study of Dissemination

Efforts Supporting School Improvement. People, Policies, and Practices: Examining the Chain of School Improvement, Volume VI. Network of Innovative Schools, Inc., Andover, Mass.

Spons Agency—Department of Education, Washington, D.C. Office of Planning, Budget, and Evaluation.

Pub Date—82
Contract—OE30-78-0527

Note—238p.; For related documents, see EA 016 480-489. Brief portions of document may not reproduce due to small print.

Available from—Publications, The NETWORK, Inc., 290 South Main Street, Andover, MA 01810 (\$25.00; 10-volume set of entire study, \$150.00).
Pub Type—Reports—Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Clearinghouses, Diffusion (Communication), Educational History, *Educational Resources, Elementary Secondary Education, *Federal Programs, *Information Centers, *Information Dissemination, *Information Networks, Information Retrieval, Information Utilization, *Research and Development Centers, Research Coordinating Units, Research Utilization
Identifiers—ERIC, *National Institute of Education, Research and Development Exchange, Research and Development Utilization Program, State Dissemination Capacity Building Program, Teachers Centers Exchange, Urban Sites Documentation Tech Assistance Program

The sixth volume of a 10-volume report, this document provides an analytic history of dissemination at the National Institute of Education, focusing on six dissemination-related programs supported by the Institute: Educational Resources Information Center (ERIC), State Dissemination Capacity Building Program, Urban Sites/Documentation and Technical Assistance Program, Teachers' Centers Exchange, Research and Development Utilization Program, and Research and Development Exchange. The emergence, implementation, and (when possible) results of the six dissemination programs are described within the social and political context affecting the Institute's development and/or support of these programs. Analyses of the different interpretations of dissemination associated with each program and their relationship to research, practice, and the federal role in education run throughout the volume, providing the author's interpretation of the descriptive material. (TE)

ED 240 719 EA 016 486

Cox, Pat L. And Others
The Configuration of Federal and State Dissemination Activities. A Study of Dissemination Efforts Supporting School Improvement. People, Policies, and Practices: Examining the Chain of School Improvement, Volume VII. Network of Innovative Schools, Inc., Andover, Mass.

Spons Agency—Department of Education, Washington, D.C. Office of Planning, Budget, and Evaluation.

Pub Date—82
Contract—OE30-78-0527
Note—190p.; For related documents, see EA 016 480-489.

Available from—Publications, The NETWORK, Inc., 290 South Main Street, Andover, MA 01810 (\$15.00; 10-volume set of entire study, \$150.00).

Pub Type—Reports—Research (143)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Finance, *Educational Improvement, Elementary Secondary Education, *Federal State Relationship, Information Dissemination, Models, Organizational Climate, Organizational Theories, Politics of Education, *State Agencies, *State Departments of Education, *State Federal Aid, *State Programs, State School District Relationship, Statewide Planning
Identifiers—Adaptive Systems Model

The seventh volume of a 10-volume report, this document discusses the findings of the study's state component, especially as the activities of the states relate to and are influenced by federal dissemination programs. An analysis of the dissemination and school improvement activities in 10 states revealed 2 distinct orientations. Some states were "maintenance" oriented, maintaining a separation between the dissemination activities of the various categorical federal programs and initiating no statewide effort or project for improvement. Other states had a

"development" orientation, coordinating federal support in such a way that local education agencies were required or encouraged to mount efforts to improve their functioning and/or their instructional processes. The volume analyzes the antecedents, characteristics, and accomplishments of both kinds of orientations and draws implications for federal and state policy. (TE)

ED 240 720

EA 016 487

Taylor, James A.

The Infrastructure of Innovation: The Case of the National Diffusion Network. A Study of Dissemination Efforts Supporting School Improvement. People, Policies, and Practices: Examining the Chain of School Improvement, Volume VIII.

Network of Innovative Schools, Inc., Andover, Mass.

Spons Agency—Department of Education, Washington, D.C. Office of Planning, Budget, and Evaluation.

Pub Date—82

Contract—OE30-78-0527

Note—108p; For related documents, see EA 016 480-489.

Available from—Publications, The NETWORK, Inc., 290 South Main Street, Andover, MA 01810 (\$15.00; 10-volume set of entire study, \$150.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Organization, *Decentralization, *Diffusion (Communication), Educational Improvement, *Federal Programs, Federal State Relationship, Government School Relationship, *Information Dissemination, Linking Agents, Network Analysis, *Networks

Identifiers—National Diffusion Network

The eighth volume of a 10-volume report, this document focuses exclusively on the National Diffusion Network, examining how the program functions as a service delivery system. The central organizational aspects and practices of the National Diffusion Network are explored within the context of its transformation from a set of independent contractors serving federal policy goals to an enterprising grassroots organization far less dependent on federal leaders for direction and control. Findings from a survey mailed to all funded full-time participants in the National Diffusion Network—including developer/demonstrators, state facilitators, technical assistance contractors, and federal employees—are presented and analyzed. These provide the basis for a concluding discussion of implications for implementation policy. (TE)

ED 240 721

EA 016 488

Huberman, A. Michael Crandall, David P.

Implications for Action. A Study of Dissemination Efforts Supporting School Improvement. People, Policies, and Practices: Examining the Chain of School Improvement, Volume IX.

Network of Innovative Schools, Inc., Andover, Mass.

Spons Agency—Department of Education, Washington, D.C. Office of Planning, Budget, and Evaluation.

Pub Date—82

Contract—OE30-78-0527

Note—106p; For related documents, see EA 016 480-489.

Available from—Publications, The NETWORK, Inc., 290 South Main Street, Andover, MA 01810 (\$20.00; 10-volume set of entire study, \$150.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Coordination, Diffusion (Communication), *Educational Innovation, Elementary Secondary Education, *Federal Programs, *Federal State Relationship, *Government School Relationship, *Information Dissemination, Linking Agents, Networks, *Program Effectiveness, Program Evaluation, State Federal Aid, State School District Relationship

Identifiers—ERIC, Market Linkage Project, National Diffusion Network

The ninth volume of this 10-volume report summarizes and synthesizes the outcome of the study, describing the design, sample, analysis procedures, and findings from the examination of federal and state dissemination strategies and from the survey and field studies of local sites. The examinations of the federal and state components result in one major recommendation: to establish a single federal office for facilitating productive exchange between the ar-

ray of efforts using dissemination for school improvement. The examinations of local site components, both survey and field studies, reveal that the local adoption of new practices is influenced by the motives and attitudes of teachers and administrators, the assistance activities of central office and external facilitators, and the match-up between current practice and innovation. Antecedents, characteristics, and outcomes of practice implementation are discussed, and 10 major conclusions are derived for policymakers at all levels. These bear on the lack of coordination between federal dissemination strategies, the interface between federal and state programs, and the ingredients of successful adoption and implementation at the local level. (TE)

ED 240 722

EA 016 489

Crandall, David P. Loucks, Susan F.

A Roadmap for School Improvement. Executive Summary of the Study of Dissemination Efforts Supporting School Improvement. People, Policies, and Practices: Examining the Chain of School Improvement, Volume X.

Network of Innovative Schools, Inc., Andover, Mass.

Spons Agency—Department of Education, Washington, D.C. Office of Planning, Budget, and Evaluation.

Pub Date—83

Contract—OE30-78-0527

Note—54p; For related documents, see EA 016 480-488.

Available from—Publications, The NETWORK, Inc., 290 South Main Street, Andover, MA 01810 (\$12.00; 10-volume set of entire study, \$150.00).

Pub Type—Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Diffusion (Communication), Educational Change, Educational Development, *Educational Improvement, *Educational Innovation, Educational Policy, Elementary Secondary Education, *Federal Programs, *Government School Relationship, *Information Dissemination, Leadership, State Agencies

The tenth and final volume of this study provides a short, crisp summary of its findings for educators at all levels. Important considerations are suggested for federal and state policymakers as they support schools in their change efforts, and for school people who are committed to making effective and long-lasting improvements in their classrooms. These conclude with "a path to success," consisting of six major practical insights derived from the study as a whole. An annotated bibliography describes the 10 volumes of the study's master report, supporting documents from which the volumes were written, and additional publications that describe various study methodologies and findings for particular audiences. (TE)

ED 240 723

EA 016 490

Sistrunk, Walter E. Madison, Ernestine

The Mississippi School Employment Procedures Act and Selected Litigation Arising from Its Application.

Pub Date—Nov 83

Note—11p; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 1983).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Court Litigation, *Dismissal (Personnel), *Due Process, Elementary Secondary Education, Employer Employee Relationship, School Districts, *State Legislation, State Standards, Superintendents, *Teacher Employment, Tenure

Identifiers—*Mississippi, *School Employment Procedures Act (Mississippi)

Although Mississippi has no statutes for granting tenure to public school employees, state laws passed in 1953, 1974, and 1977 do provide for due process in case of teacher suspension or dismissal. To determine to what extent the state's 153 public school districts were implementing employee due process under the 1977 "School Employment Procedures Act" (SEPA), a survey was conducted of all school district superintendents. Of the 77 respondents, about two-thirds are committed to some kind of written board policy pertaining to SEPA's provisions for employee due process. In the numerous court cases involving the SEPA, thus far, the courts

have ruled that school boards and administrators must adhere rigidly to statutory due process. However, decisions in such cases have tended to support board decisions when due process was followed and reasonable grounds were given for dismissal. Although SEPA has already given public school employees needed protection without diminishing the discretionary dismissal powers of Mississippi school boards, further changes in the law are likely. (JBM)

ED 240 724

EA 016 492

O'Reilly, Robert C.

Things a Board Ought Never Bargain.

Pub Date—23 Apr 83

Note—14p; Paper presented at the Annual Meeting of the National School Boards Association (San Francisco, CA, April 23-26, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, *Board of Education Policy, *Boards of Education, *Collective Bargaining, *Contracts, Educational Administration, Employer Employee Relationship, Labor Demands, *Negotiation Agreements, Public School Teachers, *Teacher Associations

This paper argues that school boards give away too much in contract negotiations with teacher associations without making sure the concessions they make result in higher educational quality. Educational administrators' general lack of expertise in labor relations, the author maintains, tends to lead to low quality contracts. Reviewing 11 articles devoted to bargaining and contracts in the "American School Board Journal" from 1970 to 1982, the study offers conclusions from each as to what school boards should not negotiate. It contends further that because of teachers' current concerns about job security, school boards are now in a position to make fewer concessions than they have in the past. The 11 articles reviewed concur in advising boards to address with caution negotiations that involve (1) board management rights, (2) ambiguous language, (3) specific money items separated from total costs, (4) calls for the board to serve as grievance tribunal, and (5) possible constraints of the board's normal procedures. The study concludes with two appendices outlining selected generalizations about professional employees and the DON'Ts of bargaining in light of the articles reviewed. (JBM)

ED 240 725

EA 016 493

O'Reilly, Robert C.

Selected Legal Considerations Bearing upon Alternative Salary Plans for Teachers. Revised.

Pub Date—3 Nov 83

Note—18p; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (August 1983) and revised for the Midwest Conference on Alternative Salary Plans for Teachers (Lincoln, NE, November 3, 1983).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Civil Rights, Civil Rights Legislation, Compliance (Legal), *Differentiated Staffs, Elementary Secondary Education, Employment Practices, Incentives, *Legal Problems, Master Teachers, *Merit Pay, Merit Rating, Rewards, *Salaries, *Social Discrimination, *Teacher Employment, Teacher Morale

Although employment decisions must be in harmony with existing case laws and statutes, such decisions allow for more flexibility than is sometimes supposed. Increasingly, state legislators and other public officials (including Secretary of Education T. H. Bell and Tennessee Governor Lamar Alexander) are working to establish differentiated pay scales that would reward teachers for high performance. Although the single salary pay scale has the advantage of not being race or sex biased, it offers equal rewards for work of varying degrees of quality. To provide incentives that will attract good teachers and keep them in the profession, many school administrators are now approaching the question of teacher salaries more aggressively. A recent South Carolina court case affirms efforts to improve instructional programs through variations in salary based on testable teaching related competencies. Because of United States civil rights legislation (1866, 1871, and 1964), school district attempts to establish variable pay plans must be able to refute any accusation of discrimination. Three recent court cases in Colorado, Oregon, and North Dakota

sion, *College Credits, *College Entrance Examinations, Curriculum, Grade 11, Grade 12, Graduation Requirements, High Schools, International Organizations, *International Programs, Program Descriptions

Identifiers—*International Baccalaureate, PF Project

The International Baccalaureate (IB) program, in which students in the last 2 years of high school can earn a diploma recognized for university admission throughout the world and for course credit at colleges and universities in Canada and the United States, is described. Information about the program is provided in the following areas: (1) curriculum; (2) grading and examination system; (3) credentials; (4) adaptability of the program to the participating school's curriculum; (5) teacher orientation; (6) costs and fees; (7) list of colleges and universities in Canada and the United States which recognize the IB diploma; (8) governance of the program; (9) financial support; (10) list of universities outside the United States and Canada which recognize the IB diploma; and (11) IB schools outside Canada and the United States. The curricular materials and their costs are listed and the origin of the International Baccalaureate idea is described. (JH)

ED 240 732

EA 016 511

Lake, Sara

The Principal's Role in Innovation and Change.

ERIC Highlights for School Administrators. Association of California School Administrators. San Mateo County Office of Education, Redwood City, CA. SMERC Information Center.

Pub Date—Feb 84

Note—5p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Abstracts, Administrator Guides, *Administrator Role, Annotated Bibliographies, *Educational Change, *Educational Innovation, Educational Research, Elementary Secondary Education, Models, *Principals, Teacher Participation

Identifiers—PF Project

Lengthy abstracts of two journal articles and two Educational Resources Information Center (ERIC) microfiche documents on the principal's role in educational innovation and change are presented. The introduction lists eight points on the principal's role which are suggested by the articles and documents. Summaries are provided for the following: (1) "Linking R&D with Schools: Perspectives in School Improvement: A Casebook for Curriculum Change" by Karen Seashore Louis and Others (ED 207 261), a textbook for school administrators on the processes of educational change which provides 12 case studies and a synthesis; (2) "Applying Our Findings to Today's Innovations" by Susan F. Loucks and David A. Zaczek, an article which culls practical advice from the Study of Dissemination Efforts Supporting School Improvement (the NETWORK, Inc., Andover, MA); (3) "Developing Commitment to Change: Case History in Progress" by Harold Zuckerman, an article which offers a model for change based on the priority of building commitment; and (4) "Teacher Participation in Educational Innovation: Some Insights into Its Nature" by Judith A. Dawson (ED 200 593), a study which concluded that it made little difference whether teachers volunteered for or were appointed to committees planning educational innovations. Information on ordering the articles and documents is included. (DC)

ED 240 733

EA 016 515

Summer Correspondence Program.

Sulphur Springs Union Elementary School District, Canyon Country, CA.

Pub Date—84

Note—3p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, *Correspondence Study, Demonstration Programs, Elementary Education, *Elementary School Mathematics, Expenditure Per Student, Home Study, *Language Arts, Learning Activities, *Parent Participation, Program Descriptions, Program Effectiveness, *Reading Instruction, School Community Relationship, *Summer Programs

Identifiers—PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: The goals of the Summer Correspondence Program have been to help students

maintain their basic skills and avoid summer fall-out, as well as to promote parent involvement and positive community relations. After Proposition 13 left no funds for continuation of summer school programs, Sulphur Springs District implemented a Summer Correspondence Program for students. In a financially tight era for public education, the district expends approximately \$4 per pupil for this effective program. In 1984, the district will again offer this innovative program. Mrs. Sara Sherlock was asked to develop such a program which served 370 students in 1981, 437 students in 1982, and 400 in 1983. (This was approximately 25% of the district student population over this period of time.) Each classroom teacher evaluated the math and reading level of the participating students and determined what level of math skills should be reviewed and what level of decoding, comprehension, and language skills should be reinforced over the summer. Then each teacher sent a list of students, their individual skill levels, and their envelopes to Mrs. Sherlock. Mrs. Sherlock organized a sequence of skill reinforcements at the variety of levels needed. Each of the ten weeks, students received math, reading and language review at their levels and one other "special" item. The specials included such items as calendars of suggested daily activities, back-to-school safety tips, an evaluation form for the program, and creative writing motivators. The parents were asked to correct the math, language and reading papers and to record their child's progress on a form sent to them the first week of the program. In 1983 almost 100 parents completed and returned the form verifying their children had completed all of the summer reading, math, and language assignments. To measure whether the goals of the Summer Correspondence Program were being met or not, end-of-summer evaluations were sent to parents of the students involved. Additionally, tests were given to a random sampling of participating students and nonparticipating students during the first week of school after the 1982 program which indicated program success. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (Author)

ED 240 734

EA 016 516

Painting the Outside of the Entire School.

Little Lake City Elementary School District, Santa Fe Springs, CA.

Pub Date—84

Note—3p.; Prepared at Lakeland Elementary School.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Declining Enrollment, Demonstration Programs, *Educational Facilities Improvement, Elementary Education, Financial Support, *Fund Raising, *Parent Participation, *Parent School Relationship, Program Descriptions, *School Buildings, School Closing, Teacher Participation

Identifiers—PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: The Little Lake City School District was considering the closing of schools because of declining enrollment. A study indicated Lakeland School would be one of those recommended for closure, one of the reasons being the cost to bring the school "up to standard" by needed painting. A parent group indicated to the Board of Education that if the school were to remain open, parents would paint the school. The school was not closed and parents honored the commitment to paint. Finances for paint and necessary equipment to do the job were raised through various fund-raising activities, including a kick-off pancake breakfast. Volunteer parents, teachers, and the principal have worked numerous Saturdays in scraping, sanding, priming, and applying paint to the outside of the buildings. Mothers as well as fathers have been on rooftops, scaffolding, and the tops of ladders. Windows previously painted have been scraped to give the school a consistency in appearance. The project continued during the heat of the summer and fall months. Child care was provided for children to allow the parents to paint. Grandparents of children previously attending the school volunteered time. A great pride in accomplishment has been achieved. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of

highlighting for the California educational community. (Author)

ED 240 735

EA 016 520

Faulkner, Raymond T. B. O'Reilly, Robert R.

Do Principals Engineer the Job?

Pub Date—17 Apr 81

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Analysis of Variance, Elementary Secondary Education, Foreign Countries, *Hypothesis Testing, Job Analysis, *Job Performance, *Leadership Styles, Leadership Training, Open Education, *Organizational Climate, Organizational Theories, Power Structure, *Principals, Traditional Schools

Identifiers—*Fiedler Contingency Model of Leader Effectiveness, Ontario

Based on Fiedler's Contingency Model of Leadership Effectiveness and Leader-Match program, this study's hypothesis is that experienced school principals increase their effectiveness by changing key organizational variables to suit their personal leadership styles. Following V. D. McNamara's application of Fiedler's contingency model in a study of elementary school principals, Fiedler has suggested that organizational leaders can maximize their effectiveness by manipulating leader-member relations (the extent to which leaders feel liked and accepted by the group), task structure (the degree to which leaders can define and control tasks), and position power (the leader's formally delegated power as distinguished from the ability to inspire loyalty). To test four hypotheses examining the congruence between leadership style and school organizational structure in light of the differences between "open" and "traditional" schools, Faulkner's Description of School questionnaire was distributed to 400 randomly selected schools in 25 Ontario school districts. A one-way analysis of variance computation for the 156 schools finally used in the study supports three of the four hypotheses and confirms the explanatory power of Fiedler's contingency model. Results also indicate, however, that further study is needed of outside social forces as important contingencies for leader effectiveness. (JBM)

ED 240 736

EA 016 521

Block, Alan W.

Effective Schools: A Summary of Research. ERS

Research Brief.

Educational Research Service, Arlington, Va.

Pub Date—83

Note—125p.

Available from—Publications, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 217-00034; \$30.00).

Pub Type—Information Analyses (070)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Administrator Role, Community Support, Educational Administration, Educational Assessment, Educational Environment, *Input Output Analysis, Leadership, Literature Reviews, Principals, Resource Allocation, *School Effectiveness, Student Characteristics, *Teacher Effectiveness, Teaching Methods, Time Factors (Learning)

Identifiers—Coleman Report, *Effective Schools Research

This review summarizes and analyzes the body of research on the characteristics of effective schools in addition to early input-output research, which implied that the determinants of student achievement lay chiefly outside the control of the schools. Chapter 1 discusses patterns in the results of input-output studies, including research investigating the relationship between specific school resources and student performance. Chapter 2 answers the question "Do Schools Matter?" with a presentation of research demonstrating that what occurs in the school significantly affects student achievement. Chapter 3 provides the findings of effective schools research, describing in detail the characteristics of effective schools. Listed in chapter 4 are major criticisms of effective schools research, chapter 5 summarizes the key points of the preceding chapters, and a substantial appendix offers synopses of the studies reviewed. (MJL)

ED 240 737

EA 016 523

Texas Public Schools: A Sampling of Excellence.

Texas Education Agency, Austin.

Pub Date—83

Note—47p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Bilingual Education Programs, Change Strategies, Community Involvement, Computer Assisted Instruction, Economics Education, Educational Assessment, Educational Improvement, Elementary School Curriculum, Elementary Secondary Education, Gifted, History Instruction, Learning Resources Centers, Magnet Schools, Microcomputers, Mobile Educational Services, Planetariums, Public Schools, Racial Integration, Reading Instruction, Secondary School Curriculum, Second Language Instruction, Special Education, Student Promotion, Study Skills

Aimed at acquainting taxpayers with Texas public schools, this collection presents 14 illustrated articles describing examples of strong elementary and secondary school programs in districts across the state. The first three articles report on Wichita Falls' successful elementary reading instruction program; Houston's magnet schools, which offer specialized academic programs and promote desegregation; and Plains' learning resources center, which addresses a broad range of student and community interests. Next, an itinerant special education van servicing the Panhandle, a free enterprise economics course in Pine Tree High School, and rapidly growing Fort Bend's change management program are discussed. The articles following cover microcomputer education in Klein, El Paso's district planetarium, and stiffened promotion and graduation requirements in Dallas. Gifted and talented education in McAllen, an international baccalaureate program in Houston, and Cypress-Fairbank's freshman study skills program are also described. The final two reports are devoted to the restoration projects of Jefferson's Junior Historians and computer-assisted bilingual education in Mission. (MJL)

ED 240 738

EA 016 526

Feeney, J. D.

A Simulation Model for the Selection of Special Need Schools. Research Report.

Metropolitan Separate School Board, Toronto (Ontario). Research Dept.

Pub Date—Sep 82

Note—32p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Disadvantaged Environment, Disadvantaged Schools, Educational Equity (Finance), Educationally Disadvantaged, Educational Needs, Educational Opportunities, Elementary Secondary Education, Equal Education, Equalization Aid, Foreign Countries, Individual Needs, Models, Resource Allocation, Simulated Environment, Simulation, Student Needs

Identifiers—Special Needs Students, Toronto Metropolitan Separate School Board ON

Since 1969, Toronto's Metropolitan Separate School Board has been rewarding additional monies to "Special Needs" schools within its jurisdiction in the hope of raising educational opportunity in those schools to a more equitable level. The attempt to arrive at a fair system for determining which schools should receive such assistance led in 1974 to a "special need" scale consisting of five basic measures (including mathematics scores, school size, and the number of students from one-parent homes). Although this scale was used for several years, school-based committee members soon demanded that the unit of measure be changed from the school to the individual students. In 1980, the school mean score previously used for the calculation of special need schools was replaced by an individual mean score based on indexes of social context, school context, and student achievement. Schools selected according to these factors for the "Special Needs List" are subsequently arranged into three categories reflecting greater and lesser degrees of need. To help resolve the perennial problem of special need schools selection, a simulation model is needed that would provide a view of various futures within these schools by integrating a Score Generation Model with a Resources Appropriations Model. (JBM)

ED 240 739

EA 016 528

Williams, Mary Frase And Others

Parents and School Choice: A Household Survey.

School Finance Project Working Paper.

Office of Educational Research and Improvement

(ED), Washington, DC.

Pub Date—Dec 83

Note—109p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Elementary Secondary Education, Government School Relationship, Minority Groups, National Surveys, Private Education, Private School Aid, Private Schools, Public Schools, School Choice, Self Determination, Socioeconomic Status, Tax Credits, Tuition

To investigate how parents currently choose their children's schools and how a federal tuition tax credit might affect their decisions, the School Finance Project conducted a national telephone interview survey of 1,223 households with children in grades K-11 in June and July 1982. Of the families interviewed, about 88 percent had children in public schools; about 12 percent had children in private schools. Following a discussion in chapter 1 of the study's methodology and survey sample characteristics (region, income, race, parental education, residence, and religion), chapter 2 presents the study's findings concerning parental choice of schooling. Chapter 3 examines parental inclinations to transfer children to a different school under a tax credit. The fourth and last chapter discusses the implications of parental preferences and the likelihood that parents would or could actually transfer their children to private schools under a tax credit. Survey findings indicate that a tuition tax credit could result in significantly higher private school enrollments in grades 1-12 with more students from minorities and less from affluent backgrounds, though private schools may be unable to absorb large enrollment increases in the short run. The study includes seven appendixes and numerous tables and figures. (BM)

ED 240 740

EA 016 529

Grebner, Lee G.

A Proposed State of Purpose for Public Education.

Iowa Univ., Iowa City. Inst. for School Executives.

Pub Date—Nov 83

Note—5p.

Available from—Editor, The Executive Review, University of Iowa, 210 Lindquist Center, Iowa City, IA 52242 (\$1.00).

Journal Cit—Executive Review; v4 n2 p1-4 Nov 1983

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Assessment, Educational Environment, Educational Objectives, Educational Planning, Educational Principles, Elementary Secondary Education, Relevance (Education), School Role

This document proposes a statement of purpose for public education and provides a rationale to support and possibly to improve the statement. The statement reads: "The purpose of elementary and secondary public education in this country is to enable all students to be and to become productive contributors toward making planet earth a good and permanent living place for human beings." Beginning with the infinitive, "to enable," the author defines each word or concept of the statement. The author also emphasizes that the key contribution of such a statement would be to tie together the learner, the teacher, and the content in a purposeful pursuit. Moreover, the statement would encourage greater public support of public schools and would provide a valid basis for planning and evaluation. (PB)

ED 240 741

EA 016 530

Bennett, David A.

Melding Excellence and Equity.

Iowa Univ., Iowa City. Inst. for School Executives.

Pub Date—Dec 83

Note—7p.

Available from—Editor, The Executive Review, University of Iowa, 210 Lindquist Center, Iowa City, IA 52242 (\$1.00).

Journal Cit—Executive Review; v4 n3 p1-6 Dec 1983

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Assessment, Educational Equity (Finance), Educational Objectives, Educational Principles, Educational Quality, Elementary Secondary Education, Equal Education, Equal Facilities, Nondiscriminatory Education, School Desegregation

Identifiers—Milwaukee Public Schools WI

This document examines the issues of educational excellence and equity. The Milwaukee Public School System, Wisconsin, is cited as an example of a desegregation program that both exceeded court requirements of equity and also made a substantial contribution to the goals of excellence in education. The school effectiveness movement, like desegregation, has also made contributions to both equity and excellence goals in education. The document suggests that educators need to reach a point where the correlation between social class and membership in either adequate or excellent educational groups is zero. The document includes seven recommendations: (1) rivalries among educational subgroups must cease; (2) a study of major national, state, and local reports on education is needed; (3) school districts must concentrate their energies and resources at the high school level; (4) excellence strategies must be examined against an equity standard; (5) schools must guarantee adequacy for all and equal access to excellence; (6) educators must commit themselves to the expansion of alternatives in education and to the universal application of school effectiveness strategies; and (7) leaders at all levels must promote both the equity and the excellence agendas. (PB)

ED 240 742

EA 016 531

Anderson, Barry D. Mark, Jonathan H.

Declining Revenues and Personnel Allocation in School Districts.

Pub Date—Apr 83

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, Boards of Education, Declining Enrollment, Educational Finance, Elementary Secondary Education, Federal Aid, Reduction in Force, Retrenchment, Services, Teacher Dismissal

Identifiers—British Columbia, Missouri

This study was conducted to see how schools allocate resources during periods of declining revenue. It assumed that the places where staff reductions are made may indicate where districts feel they have "extra" resources. The study was conducted between 1969 and 1983 in Missouri and also includes supporting data from British Columbia. The study examined six hypotheses. It found that reductions in budgets do cause the reallocation process to begin. This includes teacher layoffs first and administrative support personnel layoffs next. Large reductions in budgets alter administrative growth components. Withdrawal of federal support appears to lead to reductions in administrative staffing. The authors point to two interpretations: first, that there are areas of school budgets considered "frills"; and second, that educators have not documented the benefits from increased use of support personnel, and that, as fiscal pressures rise, school boards choose to reduce these areas. (MD)

ED 240 743

EA 016 532

Haisley, F. B. And Others

A Planning Document for Revised Elementary and Secondary Teacher Preparation Programs.

Oregon Univ., Eugene. Coll. of Education.

Pub Date—Oct 83

Note—102p.; Portions of document may reproduce poorly due to small or light print.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Beginning Teachers, Cooperative Programs, Educational Administration, Elementary Secondary Education, Formative Evaluation, Higher Education, Internship Programs, Preservice Teacher Education, Program Improvement, Schools of Education, Student Teaching, Teacher Certification, Teacher Education Programs, Teacher Educators, Teacher Orientation

Identifiers—Austin College TX, Oregon, University of Kansas, University of New Hampshire

Intended to provide background information for task force use, this set of working papers concludes with recommendations for revising the University of Oregon College of Education teacher preparation programs. Section I summarizes the concerns of Oregon educators, reports recommendations made by an ad hoc state committee and the chancellor, and assesses the college's status in relation to those recommendations. Section II on induction programs—reviews statements advocating that extended

teacher education include induction, analyzes 5-year preparation programs in other states, and discusses state-mandated programs for first-year teachers, noting common elements, problems, and benefits. In section III the effects of state-entry induction programs, campus-based extended programs, and existing University of Oregon programs are assessed. A proposed campus-based extended program is outlined that would place two licensed interns in a classroom, each to be paid a regulated percentage of a beginning teacher's salary. Appendixes include joint committee and chancellor's recommendations, recurrent themes in the Oregon education dialog, models of 5-year campus-based preservice programs, a description of Georgia's performance-based certification system, and proposals entitled "Improving the Quality of Teacher education in Oregon." (MJL)

ED 240 744 EA 016 535

Wynne, Edward A.
School Award Programs: Putting Effective School Research into Practice.

Pub Date—83

Note—21p; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accreditation (Institutions), *Awards, *Competition, Educational Administration, *Educational Quality, Elementary Secondary Education, *Incentives, *Professional Recognition, Rewards, School Effectiveness

Identifiers—*Excellence, For Character Program (Chicago), Ford Foundation, Secretary of Education Recognition Program

This paper outlines three school award programs: the Ford program, the Secretary of Education's Program, and the For Character Program (Chicago). In providing descriptions of each program, the similarities and differences are analyzed. The programs share three basic assumptions: (1) that some schools are better managed than others and that elements of good management can be identified, (2) that administrators will respond to competition, and finally, (3) that enough is known about school effectiveness to justify an award process. The author reflects that the programs are noncompulsory, making them more adaptable and experimental. He also points out that such programs should not be carried out too casually or they will lose their legitimacy. Finally, he feels the award structures should identify a number of "winners" and provide incentives to reward all participants. (MD)

ED 240 745 EA 016 581

McIntire, Ronald G. Wong, Martha J.
QCE Coordinators Quality Assurance Program [Manual].

Houston Independent School District, Tex.

Pub Date—[83]

Note—44p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Role, Coordinators, Educational Improvement, Elementary Secondary Education, *Faculty Development, Faculty Evaluation, *Inservice Teacher Education, Instructional Improvement, Teacher Administrator Relationship, Teacher Effectiveness, *Teacher Evaluation, *Teacher Improvement

Identifiers—*Houston Quality Assurance Program TX

Approved by the city's board of education in July 1982, Houston's Quality Assurance Program is intended to help assure continual professional growth for teachers. By establishing a system of faculty performance assessment, the program seeks to identify teachers' strengths and weaknesses, improve communication, and develop priorities for improvement. Following a brief program description, this document provides (1) a flow chart of program procedures; (2) an outline of assessment timelines and components; (3) a review of the responsibilities of the bi-/tri-dimensional assessment team members (principal, central office administrator, area associate superintendent, and deputy superintendent); (4) descriptions of personnel to be assessed, plans for growth improvement and professional refinement, summary conference procedures, postassessment outcomes, and third-party input; (5) a step-by-step review of each phase of the program; (6) a brief

outline of assessment and assistance instruments/procedures; and (7) an explanation of summary assessment ratings. Ten appendixes comprising over half the document provide sample forms and other information concerning the various stages in the program. (JBM)

ED 240 746 EA 016 582

McIntire, Ronald G. Wong, Martha J.
Special Education Team Member Quality Assurance Program [Manual].

Houston Independent School District, Tex.

Pub Date—[83]

Note—49p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Role, Coordinators, Educational Improvement, *Faculty Development, Faculty Evaluation, Instructional Improvement, Professional Development, Special Education, *Special Education Teachers, Teacher Administrator Relationship, Teacher Effectiveness, *Teacher Evaluation, *Teacher Improvement

Identifiers—*Houston Quality Assurance Program

Approved by the city's board of education in July 1982, Houston's Special Education Team Member Quality Assurance Program is intended to help assure continual professional growth for special education teachers. By establishing a system of faculty performance assessment, the program seeks to identify teachers' strengths and weaknesses, improve communication, and develop priorities for improvement. Following a brief program description, this document provides (1) a flow chart of program procedures; (2) an outline of assessment timelines and components; (3) a review of the responsibilities of the bi-/tri-dimensional assessment team members (executive director/director for special education, instructional supervisor/area/central office department administrator, associate superintendent, and deputy superintendent); (4) descriptions of personnel to be assessed, plans for growth improvement and professional refinement, summary conference procedures, postassessment outcomes, and third-party input; (5) a step-by-step review of each phase of the program; (6) a brief outline of assessment and assistance instruments/procedures; and (7) an explanation of summary assessment ratings. Ten appendixes comprising over half the document provide sample forms and other information concerning the various stages in the program. (JBM)

ED 240 747 EA 016 692

Annual Evaluation Report: Fiscal Year 1983.

Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.

Pub Date—83

Note—467p; Portions of text and tables will not reproduce due to light and/or small print.

Pub Type—Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors—Adult Education, Bilingual Education Programs, Categorical Aid, Early Childhood Education, *Educational Assessment, Educational Improvement, Educational Objectives, Educational Research, Elementary Secondary Education, Equal Education, Federal Aid, Federal Legislation, *Federal Programs, Libraries, Minority Groups, Postsecondary Education, *Program Descriptions, Program Effectiveness, *Program Evaluation, Rehabilitation Programs, Special Education, Tables (Data), Vocational Education

Identifiers—Education Consolidation and Improvement Act 1981

This 13th annual report to Congress provides program-by-program summaries of evaluative information on federally funded education programs for fiscal year 1983. The format for each program description has been revised to make it responsive to the reporting requirements of the General Education Provisions Act (GEPA). Accordingly, each entry is divided into three major sections: (1) program profile, covering legislation, recent funding history, purpose, eligibility, and other information on requirements; (2) response to GEPA 417(a), containing major sections of information specified in the mandate, such as program goals, progress and accomplishments, cost effectiveness, plans for improvement and legislative recommendations, supporting studies, and data on participants; (3) response to GEPA 417(b), containing summary information on evaluation contracts. An introductory section is provided which highlights analyses of the

Educational Consolidation and Improvement Act of 1980. Thereafter, program descriptions are grouped under the following Department of Education jurisdictional headings: (1) Office of Elementary and Secondary Education, (2) Office of Bilingual Education and Minority Languages Affairs, (3) Office of Special Education and Rehabilitative Services, (4) Office of Vocational and Adult Education, (5) Office of Postsecondary Education, and (6) Office of Educational Research and Improvement. An index is provided, along with an appendix listing active planning and evaluation contracts during fiscal year 1983. (TE)

ED 240 748 EA 016 707

The Nation Responds: Recent Efforts to Improve Education.

Department of Education, Washington, DC.

Pub Date—May 84

Note—230p; Response to "A Nation At Risk: The Imperative for Educational Reform" (ED 226 006).

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00198-5; \$7.50).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Cooperative Programs, *Educational Change, *Educational Development, *Educational Improvement, *Educational Innovation, Elementary Secondary Education, Nonprofit Organizations, *Politics of Education, Postsecondary Education, School Business Relationship, School Effectiveness, Schools of Education, *State Programs, Teacher Education Programs

Identifiers—Department of Education, *National Commission on Excellence in Education, Nation at Risk (A)

This volume documents the response to the final report of the National Commission on Excellence in Education, "A Nation at Risk," at national, state, and local levels during calendar 1983. It is divided into three parts. The first part, "The Nation Responds: An Overview," describes national developments in education during this period and summarizes state and local efforts to improve education. National developments include an outpouring of public support for educational reform, reflected and reinforced by the press and broadcast media, and an enthusiastic response from the education profession and the business community indicating a willingness to sponsor educational improvement. The second part, "State Initiatives," consists of an alphabetical list of state "profiles," providing information on each state's ongoing efforts at educational reform. The third part, "Sample Activities," consists of brief accounts of reform efforts in selected local school districts, postsecondary institutions, associations, and private sector organizations. Among local school districts, samples are included of efforts to improve the content of schooling, the time allotted for instruction, teaching, and administrative leadership. Postsecondary institutions are listed that are attempting to strengthen working relationships with schools or improve teacher education. Each listing of local school districts, postsecondary institutions, foundations, business-school partnership programs, and other types of organizations concludes with the name and phone number of a specific contact person. (TE)

EC

ED 240 749 EC 160 873

Green, Lowell E. Jones, C. D., Jr.

Oklahoma Special Education-Vocational Rehabilitation Cooperative Work-Study Program.

Pub Date—Aug 82

Note—10p; Paper presented at the Conference on Work Experience Programs for Handicapped Children (August 23-25, 1982).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cooperative Programs, *Disabilities, High Schools, Program Evaluation, *Vocational Education, *Work Study Programs

Identifiers—*Oklahoma

Oklahoma's work study program for handicapped high school students, a cooperative effort between public schools and the State Departments of Education and Human Services, is described. Responsibility

ities of each party are discussed, and basic training elements (adjustment training, career awareness, and employer-employee relations) are noted. Results of annual evaluations are cited, including the program's strengths (such as cooperation among personnel and increased availability of training sites). The added component of a summer program is described as an approach to ease the transition from one school year to the next. In addition, the cooperation among vocational rehabilitation, vocational technical education, and special education has resulted in such further programs as a network of vocational evaluation centers and shared funding arrangements for interpreters for the deaf at two state postsecondary schools. Informal followup data are cited to demonstrate program effectiveness. (CL)

ED 240 750 EC 161 804

Brown, Lou And Others

The Critical Need for Nonschool Instruction in Educational Programs for Severely Handicapped Students. Draft.

Wisconsin Univ., Madison.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—25 Aug 82

Grant—G008102099

Note—17p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Environment, *Educational Methods, Elementary Secondary Education, *Experiential Learning, *Normalization (Handicapped), Postsecondary Education, *Severe Disabilities

The authors stress the importance of providing severely handicapped students with concurrent, systematic, direct, and individualized instruction both in school and nonschool environments within daily or weekly time intervals. A brief historical review of educational service delivery models for the severely handicapped is provided. These include: (1) no schools; (2) segregated private schools; (3) segregated public schools; (4) regular, but chronological age inappropriate, schools; (5) chronological age appropriate regular schools in accordance with the natural proportion; and (6) chronological age appropriate regular schools in accordance with the natural proportion and instruction in nonschool environments. Discussed are the educational implications of such learning and performance characteristics of the severely handicapped as the number of skills that can be acquired, the number of instructional trials needed to acquire skills at meaningful performance criteria, instructional inference (transfer of training), skill complexity, retention-recoupment, synthesis skills, and generative skills. The authors compare four instructional location strategies (school instruction only, consecutive instruction in first the school and then the nonschool environments, concurrent instruction in both environments, and nonschool instruction only in appropriate natural environments). For students under the age of 18 concurrent instruction is recommended, though older students should receive most or all of their instruction in the nonschool environments in which the student is expected to function. (CL)

ED 240 751 EC 161 813

Sargent, Laurence R.

Project SISS: Social Skills Program. Draft

Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.

Pub Date—Mar 83

Note—392p.; The document was sponsored by Smouse Opportunity School, Des Moines Independent School District.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Curriculum Guides, Elementary Secondary Education, *Interpersonal Competence, *Interpersonal Relationship, Lesson Plans, *Mild Mental Retardation, *Social Development

Identifiers—*Project SISS

The curriculum, developed by Project SISS (Systematic Instruction of Social Skills) in Des Moines, Iowa, contains about 100 lessons for use with mildly mentally handicapped children at primary, intermediate, junior high, and senior high levels. The social skill lessons were developed along an age related, expanding milieu concept and include the following broad areas: getting along with teachers and school officials; getting along with peers; getting along in

the community; and getting along on the job. Lessons are based on a direct instruction model involving a six step procedure: (1) establishing the need, (2) identifying skill components, (3) modeling the skill, (4) role playing the skill, (5) practicing the skill, and (6) generalizing and transferring the skill to other settings. Instructions are given for assessing student needs and for carrying out the lessons. Suggestions are also given for followup and performance deficits including use of a token economy, behavioral contracts, peer instruction, cognitive behavior modification, and home contingencies. Suggestions are also given for creating more lessons. Sample lessons include the following: attending to teacher during instruction (primary), taking turns in games and activities (primary), completing work on time (intermediate), asking peers for help (intermediate), dealing with embarrassment (junior high), initiating conversations (junior high), using free time productively (senior high), and negotiating on the job (senior high). Appended are the Social Skills Rating Checklist and camera ready homework forms. (DB)

ED 240 752 EC 161 815

Smith, Sandi W. And Others

Cognitive Complexity and Gifted Education: A Study of 5th, 6th & 7th Graders.

Pub Date—Nov 83

Note—15p.; Paper presented at the Convention of the Speech Communication Association (Washington, DC, November 10-13, 1983). Document may not reproduce well.

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Development, *Cognitive Development, Communication Skills, Creativity, *Gifted, Intermediate Grades, Talent Identification

Identifiers—*Cognitive Complexity

Interrelationships of intellectual ability, task commitment, and creativity were examined for gifted fifth through seventh graders. Ss were administered the Crockett Role Category Inventory, the Iowa Tests of Basic Skills and the Torrance Tests of Creative Thinking. As expected, no significant correlations among test results were noted. However, when grade and gifted category were used as factors, the developmental trend expected—cognitive complexity increasing with grade level—was not found, nor did the category of giftedness differentiate cognitive complexity scores. Creative Ss chosen by teachers performed well on the creativity test. Results did not support the use of cognitive complexity as a measure of intellectual sophistication. (CL)

ED 240 753 EC 161 816

Andrews, James E. Gregoire, Ernest

A Study of Student Performance in the Learning Disabilities Program at Mt. San Antonio College. Learning Theory.

Pub Date—3 Dec 82

Note—18p.; Ph.D. Practicum, Nova University.

Pub Type—Reports - Evaluative (142)—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, College Students, Higher Education, *Learning Disabilities, Mathematics, *Program Effectiveness, Reading, Special Classes, Spelling

Learning disabled students in a 2 year community college received specialized instruction and practice in reading, writing, speaking, mathematics, and study skills. Pre- and posttest scores on the Wechsler Adult Intelligence Scale-Revised, the Wide Range Achievement Test, and the Peabody Individual Achievement Test revealed significant increases in reading, math, and spelling achievement after one semester. Findings were interpreted to support the effectiveness of specialized programs in serving learning disabled college students. (CL)

ED 240 754 EC 161 817

Rogers, Joy J. Peelle, Judith

Assuring the Rights of the Severely Handicapped.

Pub Date—Aug 83

Note—8p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983). Light type may not reproduce well.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Modification, *Behavior Problems, *Civil Rights, Elementary Secondary Education, *Ethics, *Legal Problems, *Severe Disabilities

One way of monitoring the effects of ethical and legal issues concerning severely handicapped students is establishing an additional level of review in the public schools. The Human Rights Committee (HRC) in one district, composed of multidisciplinary professional and community staff, has reviewed 56 individual behavior management programs considered too restrictive for approval by staff conference alone. The increase in number of behavior programs involving restraints and aversives after the HRC's establishment may be explained by the admission of more severely behavior disordered students in the public school setting and the provision for more in-depth discussion of treatments before they were instituted. (CL)

ED 240 755 EC 161 818

Library Resources for the Blind and Physically Handicapped: A Directory with FY 1982 Statistics on Readership, Circulation, Budget, Staff, and Collections.

Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

Pub Date—83

Note—123p.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Audiotape Recordings, *Blindness, Braille, *Library Services, *Physical Disabilities, Statistical Data, Videotape Cassettes, Visual Impairments

The directory lists regional and subregional libraries offering services to blind and physically handicapped individuals. Entries are arranged alphabetically by state and include name and address, telephone number, librarian's name, hours, and details of the book and special collections as well as special services. Changes in names, addresses, and telephone numbers up to January 1983 have been recorded whenever possible. Appendixes detail readership and circulation statistics for 1981 and 1982 in the categories of recorded disc, braille, and recorded cassette and lists figures on the budget, staff, and size of collections. (CL)

ED 240 756 EC 161 819

Bowen, Dorothy And Others

Library Needs and Uses by Disabled Students at the Florida State University: A Survey.

Pub Date—May 83

Note—20p.; Paper presented at the Conference on Academic Library Services to Disabled Students (Tallahassee, Florida, May 6-7, 1983).

Pub Type—Speeches/Meeting Papers (150)—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Libraries, College Students, *Hearing Impairments, Higher Education, Library Equipment, *Library Services, Needs Assessment, *Physical Disabilities, *Visual Impairments

Semi-structured interviews were conducted with 53 university students with visual, hearing, and motor impairments to determine their use and perception of campus library services. Ss, who majored in a wide range of disciplines, rated their use of library services. Most frequent use was reported by students with motor impairments, while 21% of visually impaired Ss indicated no use. Accessibility problems were noted, including parking, limited wheelchair room, and inadequacy of signs. Ss expressed some dissatisfaction with staff attitudes and assistance. The need for library use instruction that would include special orientation and teaching was cited. Difficulties reported with materials and equipment were associated primarily with visual impairment. Seven recommendations were formulated including special photocopy services for visually and motor impaired students and increased inservice training for staff. (CL)

ED 240 757 EC 161 820

Broadway, Marsha D.

Bibliographic Instruction for Disabled Students.

Pub Date—May 83

Note—15p.; Paper presented at the Conference on Academic Library Services to Disabled Students (Tallahassee, Florida, May 6-7, 1983).

Pub Type—Speeches/Meeting Papers (150)—Guides - Non-Classroom (055)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Hearing Impairments, Higher Education, *Library Services, *Li-

library Skills, Needs Assessment, *Physical Disabilities, *Program Development, *Visual Impairments

The paper reviews approaches for making bibliographic instruction accessible to college students with visual, hearing, and mobility impairments. Needs assessment should focus on students, library staff, administrative officers, faculty members, and educational specialists. Consideration in program development should be given not only to special programs but also to modifying existing programs. Suggestions for library orientation approaches are offered for blind, hearing impaired, and physically disabled students. Examples of successful bibliographic instruction employing video formats and emphasis on term paper counseling are cited. The importance of evaluating the programs and using results to improve instruction is stressed. (CL)

ED 240 758 EC 161 821

Jahoda, Patricia A. McKee, Nancy C.
Voice Indexing: A Programmed Text in Recorded Form.

Pub Date—May 83

Note—5p.; Paper presented at the Conference on Academic Library Services to Disabled Students (Tallahassee, Florida, May 6-7, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*College Students, Higher Education, Magnetic Tape Cassettes, Material Development, Sensory Aids, *Visual Impairments

Identifiers—*Voice Indexing

Twenty-seven blind college students were interviewed on notetaking and studying techniques and were asked to participate in a study of voice indexing, which facilitates access to segments of audio tape. A programed text in recorded form on voice indexing was then pretested by 12 blind participants and revised, based upon findings. The text presents introductory material on uses of voice indexes, mechanics of tape handling, and the intellectual task of selecting tape segments and indexing terms. The programed text was then sent, in printed and recorded form, to approximately 400 offices of disabled student services at U.S. community colleges, colleges and universities and to state agencies serving the disabled. (CL)

ED 240 759 EC 161 822

Wilson, Betty Ruth
Library Accessibility.

Pub Date—May 83

Note—16p.; Paper presented at the Conference on Academic Library Services to Disabled Students (Tallahassee, Florida, May 6-7, 1983).

Pub Type—Speeches/Meeting Papers (150) — Guides — Non-Classroom (055)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, *Accessibility (for Disabled), *College Libraries, College Students, *Disabilities, Library Services

The paper addresses issues in libraries' architectural accessibility for disabled students. A history of awareness regarding accessibility is recounted and the increased acknowledgement of need for services for disabled persons is underlined. The author points out steps that may be undertaken to provide accessibility in ways other than major structural efforts, such as understanding subtle barriers and altering them. The installation of accessible telephones is cited as one example. (CL)

ED 240 760 EC 161 823

Needham, William L.
Academic Library Services to Disabled Students Conference, May 6-7, 1983. Conference Summary.

Pub Date—May 83

Note—8p.; Paper presented at the Conference on Academic Library Services to Disabled Students (Tallahassee, FL, May 6-7, 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, College Students, Conference Papers, *Disabilities, Library Equipment, *Library Services, Staff Development

A conference on academic library services to disabled students is summarized. Presentations which focused on the global context of library services and the information role of library personnel, the need to develop qualitative and quantitative standards dealing with technical as well as service aspects, the growing body of information resources on library

services for disabled students, the importance of bibliographic instruction for disabled students, the need for user involvement, the importance of taped materials, and the advent of new equipment are noted. It is suggested that campus experiences underline the need for awareness, student input, staff training, and cooperation among departments and faculty members. (CL)

ED 240 761 EC 161 824

The Leisure Diagnostic Battery Project: Executive Summary. Development and Validation of a Standardized Leisure Diagnostic Battery (LDB) to Assess Leisure Functioning of Handicapped Children and Youth. July 1, 1979-August 31, 1982.

North Texas State Univ., Denton. Div. of Recreation and Leisure Studies.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—Aug 82

Grant—G007902257

Note—38p.

Pub Type—Reports — Evaluative (142)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *Evaluation Methods, *Leisure Time, *Mild Mental Retardation, Recreational Activities, *Test Construction, Test Reliability, Test Validity

The report describes goals and accomplishments of a project to develop and validate an assessment battery of leisure functioning in handicapped children. The battery was intended to meet the need created by the Education for All Handicapped Children Act and provide data for the assessment of recreation and leisure functioning as part of the student's overall individualized education program. Two versions of the leisure diagnostic battery (LDB) were developed: one for disabled students (9-15 years old) with normal cognitive development and one for 9-15 year olds with educable mental retardation. Project objectives and tasks for the 3 years are detailed, and a summary charts the project's evolution by year. The LDB's conceptualization and development are discussed in terms of its basis in perceived freedom and leisure (with implications for perceived control, competence, and intrinsic motivation); its process of assessment through remediation; and the components, purposes, and domains of the LDB scales. Field test data for reliability and validity of both versions are reported. (CL)

ED 240 762 EC 161 825

Conant, Susan Budoff, Milton

A Language Training Curriculum for Severely Language-Delayed Preschool and Primary-Grade Children. Final Report. Volume I: Project Evaluation, Overview, and Activities.

Research Inst. for Educational Problems, Cambridge, Mass.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—[82]

Grant—G007904630

Note—357p.; Parts are marginally legible. For Volume II, see EC 161 826.

Pub Type—Reports — Evaluative (142)

EDRS Price — MF01/PC15 Plus Postage.

Descriptors—Communication Skills, *Curriculum Development, *Delayed Speech, Early Childhood Education, *Games, *Intervention, *Language Acquisition, *Language Handicaps, Program Development, Program Implementation, Teaching Methods

The report presents findings of a 3-year investigation of a language intervention program for young children (3-6 years old) with serious language disabilities. The model features a communication game approach to teach linguistic elements through stress on meaningful conversation. An initial chapter describes project aims and accomplishments and discusses its theoretical underpinnings. Chapter 2 describes the intervention program in greater detail, with consideration of the rationale and procedures involved in the communication game approach, the model's three levels of increasing complexity, and examples of game formats used. An evaluation chapter first addresses methodological options and then describes sample selection procedures for the field testing. Following a review of data collection procedures, chapter 5 presents results in terms of background variables and analysis of spontaneous speech samples. Case studies illustrate the communication game approach. Concluding chapters address practitioner training needs, provide

observations and suggestions regarding program implementation, and summarize conclusions and recommendations. Appended materials includes forms and a parents' guide to communication games. (CL)

ED 240 763 EC 161 826

Conant, Susan And Others

A Language Training Curriculum for Severely Language-Delayed Preschool and Primary-Grade Children. Final Report. Volume II: Intervention Program.

Research Inst. for Educational Problems, Cambridge, Mass.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—[82]

Grant—G007904630

Note—249p.; Parts are marginally legible. For Volume I, see EC 161 825.

Pub Type—Guides — Classroom — Teacher (052) — Reports — Descriptive (141)

EDRS Price — MF01/PC10 Plus Postage.

Descriptors—*Communication Skills, Curriculum Guides, *Delayed Speech, *Games, *Language Acquisition, *Language Handicaps, Teaching Methods

The guide describes communication games—simple, noncompetitive structured activities designed to promote conversational and linguistic skills in children with language delays and linguistic disabilities. The approach is distinguished from traditional approaches by the creation of a genuine need for talking rather than arbitrary demands, emphasis on meaning rather than imitation, and reinforcement of responses related to meaning. Three levels of one-word utterances, two-word constructions, and multiword constructions and modulations are incorporated into the games, which may be played individually or in small groups with various combinations of adults and children. The process of matching games to a child is focused on. Six types of communicative games are described and examples given: hiding games, lotto and bingo, picture-look matching, identical arrangements, action directive games, and guessing games. A final chapter addresses the change from a traditional to a communicative teaching approach. Appendices describe the linguistic content and the design and construction of the games. (CL)

ED 240 764 EC 161 827

Winnick, Joseph P. Short, Francis X.

The Physical Fitness of Sensory and Orthopedically Impaired Youth: Project UNIQUE. Final Report.

State Univ. of New York, Brockport. Coll. at Brockport.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—Nov 82

Grant—G007902258

Note—318p.; The document was developed through the Physical Education Department.

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC13 Plus Postage.

Descriptors—Age Differences, Blindness, Cerebral Palsy, Curriculum Development, Deafness, Elementary Secondary Education, Evaluation Methods, *Hearing Impairments, *Motor Development, Muscular Strength, *Physical Disabilities, *Physical Fitness, *Physical Health, Sex Differences, *Visual Impairments

The report summarizes findings from an examination of the physical fitness of orthopedically and sensory impaired students (10-17 years old). Physical fitness was hypothesized to include six areas: body composition, muscular strength/endurance, speed, agility, flexibility, and cardiorespiratory endurance. A chapter on methods details subject selection procedures (including information of definitions, categories, and codes) and tests for each of the six areas. Ss' scores are presented for each test item, at each age, for males and females, and for sexes combined. The effects of groups/conditions, age, and sex on physical fitness test performance are analyzed, as are the effects of severity and onset of handicapping condition and methods of ambulation. Also presented is descriptive information contrasting performance of nonhandicapped and handicapped Ss. Factor structures of fitness for specific groups are provided. Curricular implications of the study's results pertain to the commonality of factor structure, levels of physical fitness, type and severity of handicapping condition, age, sex differences, educational setting, individualization, education responsibility, and training materials. (CL)

ED 240 765 EC 161 828

Evans, Ian M. Voeltz, Luanna Meyer
The Selection of Intervention Priorities in Educational Programming of Severely Handicapped Preschool Children with Multiple Behavioral Problems. Final Report.
Hawaii Univ., Honolulu.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Div. of Innovation and Development.

Pub Date—Dec 82
Grant—G007901960

Note—190p; The document was developed through the Departments of Psychology and Special Education.

Pub Type—Reports - Research (143) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Behavior Modification, *Behavior Problems, Decision Making, *Intervention, *Models, Preschool Education, *Severe Disabilities

The report summarizes findings from an investigation of response interrelationships in severely handicapped children with behavior problems in order to provide empirical guidelines for determining intervention priorities. A state-wide sample of severely handicapped, behavior problem children (2-8 years old) was observed longitudinally in their public school program. Real-time observational techniques using microprocessors recorded percent duration of over 95 inappropriate behaviors as well as teacher and environmental variables. Excess behaviors showed small decreases over 3 years, as contrasted with previous epidemiological findings for institutionalized children. For a subsample of the Ss individual interventions were undertaken to determine whether response patterns could be identified. Although reliable clusters proved difficult to identify, both the child studies and investigations of teachers' decision making suggested that programming based on the acquisition of functional skills was the most valuable strategy for reducing excess behaviors. A model was developed to help teachers and other clinicians choose interventions. (Author/CL)

ED 240 766 EC 161 829

Burgess, Judy Lynn Myers And Others
The Effects of Age, Gender and Developmental Status on Social Interaction Patterns in Early Childhood Classrooms. Final Report, October 1, 1979-September 30, 1980.

Pennsylvania State Univ., University Park. Coll. of Human Development.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Dec 81
Grant—G007905041

Note—177p; The document was developed through the Division of Individual and Family Studies.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Disabilities, Interaction, *Interpersonal Competence, *Mainstreaming, *Peer Relationship, Preschool Education, Sex Differences, Social Development

The investigation of developmental integration among preschool children included a descriptive study of social proximity and social integration in a university-based model program, a replication of the methods and analyses in seven community sites, and a comparative analysis of the findings. Observations of geographic proximity and social interaction were completed for 44 children in the university program and 165 children in community sites. Although no significant results were found for teacher association and child characteristics, significant differences between the programs were revealed. Among other results were that social isolation was rare, but when it did occur it was correlated by dysfunctional development and male sex; handicapped Ss were half as active as their nonhandicapped peers; and adult-child contact was more pervasive for handicapped Ss in all settings. The findings were interpreted to indicate that social proximity is not sufficient to assure developmental integration. (Author/CL)

ED 240 767 EC 161 830

Haring, Norris G. And Others
An Investigation of Phases of Learning and Facilitating Instructional Events for the Severely/Profoundly Handicapped. Field Initiated

Research Study. Final Project Report.

Washington Univ., Seattle. Coll. of Education.
Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Jan 81
Grant—G007500593

Note—270p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Decision Making, Elementary Secondary Education, *Learning Processes, *Severe Disabilities, *Teacher Behavior, Teaching Methods

The report presents findings from a 5-year investigation of teaching strategies and their effects on learning stages in severely handicapped students. Learning records of most of the students were found to resemble those of nonhandicapped learners, although some students demonstrated erratic variations in performance due to compliance problems. In the third project year decision-rules were formulated to help teachers identify problems in acquisition, fluency building and compliance from the students' performance records. Effectiveness of teachers who used the decision-rules was analyzed in terms of improvements in pupil performance and/or rate of progress. In year 4, teachers applied a revised set of decision rules based on questions concerning pupil data. Problems with noncompliance in children were noted and interventions attempted. Decision-rules were integrated with a minimum acceleration procedure in which the teacher specifies a minimum rate of change. Year 5 activities examined the learning of the decision-rules by 81 teachers in a wide variety of settings with varying amounts of training and assistance. Adoption of the rules resulted in successful decisions and reduced planning time. Cost data were also examined. Four site reports are presented in the document's conclusion. (CL)

ED 240 768 EC 161 831

Barth, John L.

The Development of Fundamental Skills in Tactile Graph Interpretation: A Program for Braille Readers. Final Report.

American Printing House for the Blind, Louisville, Ky.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—Sep 83
Grant—G008001878

Note—34p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Blindness, *Braille, Elementary Secondary Education, *Graphs, *Tactile Adaptation

The report describes the development and evaluation of an instructional program in tangible graph interpretation for braille readers. Because graphs frequently appear in textbooks and in other printed sources, lack of appropriate translation for blind persons can be a significant educational obstacle. Based on analyses of typical graph reading tasks, skills and concepts fundamental to the graph reading process were identified and then incorporated into a logically sequenced instructional program. A high priority was given to the application of relevant research findings in the areas of display design and skills training. The effectiveness of the program was assessed using 60 braille readers in grades 5-10. The results indicated that substantial gains in graph literacy could be realized with the program in a relatively short time. (Author/CL)

ED 240 769 EC 161 832

McCollum, Jeanette A. Walker

The Development of Behavioral Synchrony in Social Communication: The Exceptional Infant. Final Report.

Illinois Univ., Urbana. Coll. of Education.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Aug 83
Grant—G008001795

Note—251p; The document was developed under a grant to the Department of Special Education, University of Illinois. Numerous charts have small print which may not reproduce well.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Communication (Thought Transfer), *Disabilities, Infants, *Interaction, *Intervention, *Mothers, *Parent Child Relationship, *Social Development

The report presents summaries of findings from three substudies dealing with the early interaction patterns between handicapped infants and their mothers. The first substudy compared dyads composed of handicapped and nonhandicapped infants and their mothers. Analysis of videotaped observations, questionnaires and diaries completed by mothers revealed that the looking patterns of the two groups were more similar than not, although the similarity may diminish with age. Influences of age and mother vocalization on infants' toy play behavior were noted. Results suggested that mothers of handicapped children must make greater effort to promote parent-child interaction than mothers of nonhandicapped children. Substudy 2 provided a more in-depth analysis of the interactions of seven dyads, five with handicapped babies and two with normally developing infants. The final substudy tested the efficacy of direct intervention on the interactive process between three mothers and babies. Findings stressed the importance of the interactions being pleasurable for both participants and demonstrated that intervention can change the nature of social interaction by making it more pleasurable and communicative. (CL)

ED 240 770 EC 161 833

Cegelska, Patricia And Others
The Appalachian Folk Craft Project for the Handicapped. Final Report [and] Portraits of Very Special Craftspeople in Kentucky.

Kentucky Univ., Lexington.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—80

Grant—G007701938

Note—255p; Developed through the Special Education Department.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Adults, *Art Products, *Disabilities, Elementary Secondary Education, *Handicrafts, Leisure Time, Teaching Methods

The report summarizes accomplishments of a project designed to provide mainstream leisure art and involvement in Appalachian crafts for mildly handicapped students through (1) the development of an Instructional Materials Development System and (2) the creation and pilot testing of instructional program packages that exemplify the use of this system. The application of the Four D model (defining, designing, developing, and disseminating) to the development of folk craft instructional materials is reviewed. Formative evaluation comments and recommendations are listed for the instructor's manual, which was then pilot tested on a group of potential users. Pilot testing of the instructional packages revealed that instructors were able to successfully teach folk craft processes using the project's materials. Dissemination efforts included presentation at professional conferences and meetings and short- and long-term demonstrations of project materials. Project findings revealed increased confidence in students who participated in community craft fairs and exhibits and suggested the value of encouraging cooperative programming efforts among public schools and parks and recreation agencies. Among seven appendices are sample materials review forms and information on task analysis. An attached booklet presents excerpts from interviews with 12 handicapped adults who actively pursue crafts. (CL)

ED 240 771 EC 161 834

Kahn, Ruth Jacobson

Parents as Teachers: Linguistic and Behavioral Interactions of Middle-Class Mothers and Fathers and their Normally Developing and Developmentally Delayed Preschoolers during Teaching/Learning Activities. Final Report.

Connecticut Univ., Storrs.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—81

Grant—G007800006

Note—633p; Ph.D. Dissertation, University of Connecticut. The study was also funded by the University of Connecticut Research Foundation. Document may not reproduce well.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)

EDRS Price - MF03/PC26 Plus Postage.

Descriptors—*Disabilities, *Interaction, *Linguistics, *Parent Child Relationship, *Parent Role, Preschool Education, *Teaching Methods
Twenty-three parent/child dyads (16 normally

developing and 7 developmentally delayed preschoolers) were observed in a study to describe the verbal-logical behaviors and content expressed while they were engaged in teaching/learning interactions, and to determine if the structure of the activity, the sex and/or the developmental status of the children, or the sex/role of the parents influenced those behaviors. Dyads engaged in a semi-structured free play activity followed by a structural block sorting task. An observation system was used which permitted coding of verbal behaviors in terms of linguistic forms, communicative functions, and content references. Results of analyses of variance revealed that the activity factor had the greatest impact on the expressed behavior. The activity influenced both parent behavior (including frequencies of initiating, asking questions, and giving orders) and child behavior (such as soliciting, requesting or providing substantive information, and cooperating). The only behaviors differentiating groups of parents and their children were their verbalizing and references to spatial relationships and classification. The activity also exerted the most influence on sequences of behaviors. Few parent sex/role differences were observed. (CL)

ED 240 772 EC 161 835

Epps, Susan

Designing, Monitoring, and Implementing Behavioral Interventions with the Severely and Profoundly Handicapped.

Iowa State Dept. of Public Instruction, Des Moines. School Psychological Services.

Pub Date—Oct 83

Note—203p.; For the first manual in this series, see EC 161 837.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Behavior Modification, Elementary Secondary Education, *Intervention, Program Development, Program Implementation, *Severe Disabilities, Student Educational Objectives, Student Evaluation

This manual, the second of a two-part study, addresses issues involved in behavioral interventions with low incidence, severely handicapped students. Initial chapters focus on selecting appropriate goals, writing behavioral objectives, and selecting observational systems to measure behavior change. General treatment procedures for increasing and decreasing behavior as well as for teaching new behavior are reviewed. Specific behaviors (toileting skills, self-care skills, self-stimulation, and self-injurious behavior) are considered in a fourth chapter. Techniques for maintenance and generalization of behavior change are described in chapter 5, followed, in chapter 6, by a review of adaptive equipment and electronic technology for individuals with severe physical disabilities. A final chapter presents six guidelines for implementing programs, including examining potential negative consequences of reinforcers and providing adequate training for all personnel involved in the treatment procedures. (CL)

ED 240 773 EC 161 836

Wood, Scott And Others

Performance Analysis and the Generalization Problem.

Iowa State Dept. of Public Instruction, Des Moines. School Psychological Services.

Pub Date—Sep 83

Note—40p.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Problems, *Disabilities, Elementary Secondary Education, *Generalization, *Intervention, Models, School Psychologists, *Transfer of Training

This document is intended to help school psychologists promote more effective generalization of school intervention programs for education students. Concepts (including transfer of training and response generalization) are reviewed. An approach is described which analyzes problem behavior according to its major controlling variables (skills or motivation) and develops an intervention plan specifying behavior change as well as behavior transfer and maintenance. Flow charts depict the principles and are followed by examples illustrating the model's application to children with behavioral and academic problems. (CL)

ED 240 774 EC 161 837

Robinson, Greg A.

Assessment and Planning with Low Incidence

Populations: A Functional and Chronological Age Appropriate Approach for School Psychologists.

Iowa State Dept. of Public Instruction, Des Moines. School Psychological Services.

Pub Date—83

Note—79p.; For the second manual in this set, see EC 161 835.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Elementary Secondary Education, *Evaluation Methods, *School Psychologists, *Severe Disabilities, Staff Role, *Student Evaluation

This manual, the first of a two-part study, describes an assessment and planning approach which school psychologists may employ in working with low incidence, severely handicapped students. Past assessment approaches are criticized for being non-functional and largely irrelevant; the proposed approach is directed to helping students achieve the criterion of ultimate functioning. Research is considered on the role of school psychologists and on the evolution of assessment strategies for individuals with low incidence handicaps. Six phases of the functional, chronologically age appropriate assessment/planning system are reviewed: collection of background information, observation, preliminary ecological analysis, data based evaluation, and evaluation of results. An example of a parent/guardian inventory is provided. (CL)

ED 240 775 EC 161 838

Communicating Psychological Information in Writing.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Pupil Personnel Services.

Pub Date—83

Note—86p.; For emphasis, the title graphically shows the word "communicating" replacing the word "reporting."

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Disabilities, Elementary Secondary Education, Models, Recordkeeping, Reports, *School Psychologists, *Student Records, *Technical Writing

The guide describes approaches and considerations involved in school psychologists' communication of information in reports. Following an initial tongue in cheek discussion ("On Skinning Cats, Choking Dogs, and Leaving Lovers") of principles of report writing (such as avoiding using the language of logic and not contaminating interpretations with validating data) by J. Grimes and G. Ross-Reynolds, the same writers focus on "Three Counter Proposals to the Traditional Psychological Report," in which revised formats of the same psychological report are presented. G. Batsche describes "The Referral Oriented Consultative Assessment Report Writing Model," which progresses from review of data through consultative interviews with the referral agent and selection of appropriate assessment procedures for referral questions to selecting intervention procedures. In "Psychoeducational Reports: Converging Multifaceted Assessment," F. Gresham reviews the multi-trait-multimethod approach to test validation and applies the model to psychoeducational assessment and decisionmaking. In a final paper, "Three Year Reevaluations: An Alternative to the Reevaluation-Means-Retest Model," J. Ross-Reynolds details a model that is both summative and formative. (CL)

ED 240 776 EC 161 839

Gerken, Kathryn

Guidelines for the School Psychologist: The Diagnostic Process in Mathematics, Spelling, and Written Expression.

Iowa State Dept. of Public Instruction, Des Moines. School Psychological Services.

Pub Date—83

Note—210p.; Appendixes have many pages with small and light print.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Elementary Secondary Education, Evaluation Methods, *Learning Disabilities, *Mathematics, *School Psychologists, *Spelling, *Student Evaluation, Teaching Methods, *Writing (Composition)

The manual is intended to help school psychologists determine strengths and weaknesses, establish goals, and prescribe interventions for students with

difficulties in mathematics, spelling, and written language. Research on sources of mathematical difficulties, theoretical bases, and hierarchies in mathematics is reviewed, procedures for formal and informal assessment (including task analysis and error pattern analysis) are discussed, and suggestions are offered for mathematics remediation. The section on spelling considers models, factors influencing performance, and specific spelling disabilities. The diagnosis of spelling problems is addressed, as is instruction/remediation based on assessment information. The final section focuses on written expression noting the sequence of skills, diagnostic considerations, and suggestions for remediation/instruction. Each section concludes with extensive appended material (e.g., check lists of skills and types of individualized instruction). (CL)

ED 240 777 EC 161 840

Iowa School Psychologists' Association: Intervention 1981.

Iowa School Psychologists Association.

Pub Date—[83]

Note—119p.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Behavior Problems, Contingency Management, *Counseling Techniques, *Disabilities, Elementary Secondary Education, *Gifted, Intervention, School Psychologists, Student Evaluation

Twelve papers by Iowa school psychologists reflect the profession's focus on assessment and intervention. The following titles and authors are presented: "What to Do When the Whole Swim Team Is Referred" (S. DeKrey); "An Alternative Technique for Reducing a Self-Injurious Behavior in a Profoundly Retarded Male Child" (G. Robinson); "Severe Mysophobia—A Behavioral and Counseling Intervention" (J. McMeekin); "A Program Change: Mental Disabilities to Talented and Gifted" (V. Foubert); "Promoting Self-Correction of Work/Study Deficits in a Fifth Grade Learning Disabled Boy" (R. LaMura); "Reducing the Fear of Reading Orally in Class in an Elementary School Boy" (J. Polifka); "The Use of Deep Relaxation and Imagery in the Treatment of School Phobia" (R. Vogt); "Bed Wetting—Two Different Intervention Strategies" (K. R. Shahrari); "A Measure of Group Counseling Effectiveness" (D. Bohline); "Contingent Group Withdrawal on Tantrum Behavior: A Case Study" (A. Hodapp); "The Case of Wiggley Wendy" (D. Lohry); and "Behavioral Programming in the Schools: A Longitudinal Self-Study" (J. Heider). (CL)

ED 240 778 EC 161 841

Smith, Carl R., Ed. Brees, Nancy, Ed. Autism: Model Projects. Iowa Monograph.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.

Pub Date—83

Note—81p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Autism, *Delivery Systems, *Demonstration Programs, Elementary Secondary Education, Program Descriptions, *Rural Areas, State Programs, Student Evaluation, Student Placement

Identifiers—Iowa

The booklet describes four model autism sites that were funded in Iowa from 1980 to 1983. Each project's structure, goals and accomplishments, and future tasks are noted. The first project included an interdisciplinary autism resource team and a center-based, self-contained demonstration classroom. The second was a rural delivery model providing consultation, diagnosis, and direct services to autistic children and their parents. The third project focused on developing exemplary delivery systems in the current program and contrasting these systems with the self-contained model. The fourth and final project included emphasis on placement in the least restrictive environment and curriculum development for community/vocational competencies as well as school competencies. Appended materials include a list of characteristics of students with autism and of curriculum tasks in educational, domestic, leisure, communication, and community functioning domains. (CL)

ED 240 779 EC 161 842

Sovner, Robert, Ed. Hurley, Anne Des Noyers, Ed. Behavior Modification Techniques. I: Overcorrection. II: Punishment.

Pub Date—83

Note—9p.

Available from—Psych-Media Inc., 54 Ellery St., Cambridge, MA 02138 (\$20.00 per year, make check payable to P.A.M.R. Newsletter).

Journal Cit—Psychiatric Aspects of Mental Retardation Newsletter; v1 n7 Jul 1982 v2 n12 Dec 1983

Pub Type—Reports - Descriptive (141) - Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Modification, Ethics, Mental Retardation, Program Development, Program Implementation, Punishment, Timeout Identifiers—Overcorrection

Two newsletters review the principles and application of two behavior modification techniques with mentally retarded persons: overcorrection and punishment. Overcorrection may be either restitutional, in which the client is made to restore the environment to a far better state than before the inappropriate behavior occurred, or positive practice overcorrection, in which the child overpractices correct forms of behavior incompatible with the behavior to be eliminated. Suggestions are given for developing and implementing an overcorrection procedure, as well as for assessing the treatment's effectiveness. Clinical examples of the approach used with such maladaptive behaviors as vomiting, food stealing, and self-injurious behavior are cited. Punishment is defined and two types of aversive stimuli (primary and conditioned) are described. Characteristics of punishment are noted, and the major types of punishment programs (response cost, time-out, and primary aversive techniques such as electric shock and ammonia inhalation) are considered. Following a brief examination of examples of using primary and conditioned aversive stimuli, ethical factors and possible non-therapeutic effects are addressed. (CL)

ED 240 780

EC 161 843

Moore, Cory And Others

A Reader's Guide for Parents of Children with Mental, Physical, or Emotional Disabilities. An Update.

Maryland State Planning Council on Developmental Disabilities, Baltimore.

Pub Date—83

Note—254p.; For original edition, see ED 143 179.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Adjustment (to Environment), Annotated Bibliographies, Attitudes, Behavior Modification, Civil Rights, Disabilities, Elementary Secondary Education, Emotional Disturbances, Genetics, Hearing Impairments, Language Acquisition, Learning Disabilities, Mental Retardation, Parent Role, Personal Narratives, Prevention, Sex Education, Sexuality, Special Education, Special Health Problems, Visual Impairments

Intended for parents of children with disabilities, the guide lists and provides information on helpful books. Part I presents annotations on books relevant to all disabilities. Topics covered include personal accounts, early intervention at home, special education rights, and disabled adults. Part II focuses on specific disabilities: autism, chronic illness, emotional/behavioral handicaps, epilepsy, hearing handicaps, hyperactivity, learning disabilities, mental retardation, multiple handicaps, physical handicaps, speech handicaps, and visual handicaps. Ten specific topics of interest are addressed in part III: attitudes, behavior modification, death and dying, genetics and genetic counseling, language development, planning for the future, prevention, rights of children, rights of persons with disabilities, and sexuality and sex education. Books for children about children with handicaps are listed in part IV, while references written by people with disabilities are compiled in part V. The guide concludes with a list of relevant journals, directories, and indexes. (CL)

ED 240 781

EC 161 844

DiNapoli, Nicholas Paul And Others

Basic Concept Acquisition in Learning Disabled Children.

Pub Date—[80]

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, Cognitive Development, Concept Formation, Elementary Education, Learning Disabilities

The Boehm Test of Basic Concepts (BTBC) (Bo-

ehm, 1971) was administered to 99 children (ages 7-10) who had been diagnosed as learning disabled and attended special schools in the New York area. It was hypothesized that the learning disabled children would exhibit a delay in the acquisition of the basic concepts, but would display a similar order of acquisition of the concepts as compared to the normative sample of the BTBC. The results indicated that the 7- to 9-year-old learning disabled (LD) children scored significantly lower than the normative sample of 7-year-old children. Kendall Correlations computed between the normative sample and the LD children indicated that the rank-order of difficulty of basic concept acquisition was similar in the two groups. Results supported the hypothesis that learning disabled children acquire basic concepts at a later age than normal. Subjects acquired concepts in the same order as the normative population. (Author/CL)

ED 240 782

EC 161 845

Pierce, Mary McNeil And Others

Partner Learning in Educational Settings: Taking a Cue from the Kids.

Pub Date—Oct 83

Note—21p.; Paper presented at the Annual Conference of the Council for Learning Disabilities (5th, San Francisco, CA, October 6-8, 1983).

Pub Type—Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperation, Disabilities, Elementary Secondary Education, Peer Teaching, Student Teacher Relationship, Teachers, Teamwork

Benefits of collaborative learning as achieved in peer tutoring approaches are considered, and the suggestion is made that partner learning may be just as beneficial for disabled and normal adults as it is for children. Research is reviewed on the benefits of partner learning for all parties involved: for the tutee (increased individualized attention, increased contact and opportunity for closeness with the instructor and corresponding learning efficiency, influence of a role model, and gains in self-esteem); for the tutor (increased subject area knowledge, improved social skills and self-esteem, and the opportunity to help others); and for the teacher (help with individualized instruction, increased attention for low performers, cost-effectiveness, and increased positive interactions between teachers and students). Research on partner learning effects on adults is limited, but the possibilities for effective use of adult teaming situations should be considered. (CL)

ED 240 783

EC 161 853

Guralnick, Michael J. Weinhouse, Ellen

Child-Child Social Interactions: An Analysis of Assessment Instruments for Young Children [and] Sourcebook.

Ohio State Univ., Columbus. Herschel W. Nisonger Center.

Pub Date—[81]

Note—321p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Aggression, Cooperation, Disabilities, Evaluation Methods, Friendship, Interpersonal Competence, Peer Relationship, Social Development, Student Evaluation, Tests, Young Children

Existing assessment instruments (N=54) containing items in the area of early child-care social development were examined in terms of their usefulness with regard to intervention oriented assessment for handicapped children. Tests included four major types: early childhood, social behavior, criterion referenced, and clinical tests. The frequency, consistency, compatibility with developmental knowledge, and diversity of peer related test items were evaluated for individual content areas including social participation, cooperation, aggression, and friendship. Psychometric and item administration properties of tests were also evaluated. Results indicated major inadequacies for all dimensions investigated. Recommendations were made for future test development in the areas of peer relations. A sourcebook accompanying the documents presents charts of social and clinical items with peers, noting situations, scoring, and status of each item. (CL)

ED 240 784

EC 161 854

Allen, William And Others

Accessible Elementary Schools: A Renovation Planning and Design Manual. [Final Report]. Peoples Housing, Inc., Topanga, Calif.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—Mar 81

Grant—G007902653

Note—378p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Accessibility (for Disabled), Building Design, Classroom Environment, Design Requirements, Disabilities, Elementary Education, Environmental Influences, School Buildings

The manual is intended to help school districts comply with federal mandates for physical accessibility and least restrictive settings for handicapped elementary school children. A general introduction to the accessibility concept in chapter 1 considers the historical background, the role of the physical environment, and existing federal guidelines and regulations. Results of a survey of over 50 schools are reported in chapter 2, along with illustrations of 22 common problems (such as inadequate fire safety provisions, circulation hazards, unsafe stairs, limited access in libraries, inadequate furniture and cabinetry, and playgrounds not designed with disability in mind). Chapter 3 focuses on accessibility implementation, noting planning factors, problem identification, and cost estimating procedures. The fourth chapter presents technical information for the design of barrier free renovations, presenting solutions to problems posed in chapter 2. In the final chapter, case studies illustrate actual schools' application of design guidelines in renovating facilities. (CL)

ED 240 785

EC 161 855

De Babra, Marcia Gilbert

Formacion Profesional del Maestro Especial en America Latina y el Caribe = Professional Education of the Special Teacher in Latin America and the Caribbean.

Pub Date—Sep 81

Note—50p.; Paper presented at the National Congress on Mental Deficiency (1st, Mexico City, Mexico, September 5-9, 1981).

Language—Spanish; English

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Disabilities, Educational Trends, Elementary Secondary Education, Foreign Countries, Special Education, Teacher Shortage, Teacher Supply and Demand, Trend Analysis

Identifiers—Latin America

The paper, in Spanish, with a lengthy English summary, analyzes the status of special education in Latin America and the Caribbean. Noting that many countries in the region lack a substantial system of special education, the paper proceeds to examine models for personnel training. Approaches for university-based teacher training as well as for less expensive programs to train paraprofessionals are described. Large shortages of qualified special education teachers are forecasted and results of an analysis of nine training models in Costa Rica, Venezuela, Colombia, Ecuador, Peru, Chile, Uruguay, and Paraguay are presented. Among conclusions drawn from the study are that there is a wide diversity in origins, admission criteria, academic levels, structures, and curricular contents of the programs; there should be increased sequence among all of them to improve regional training efforts; and conventional training strategies will never meet the projected needs for personnel. (CL)

ED 240 786

EC 161 856

Wilson, Anne Keeton

A Consumer's Guide to Bill 82: Special Education in Ontario. Occasional Papers/22.

Ontario Inst. for Studies in Education, Toronto.

Report No.—ISBN-0-7744-0259-8

Pub Date—83

Note—106p.

Available from—The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario M5S 1V6.

Pub Type—Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors—Disabilities, Elementary Secondary Education, Handicap Identification, Legal Responsibility, Legislation, Parent Role, Referral, Special Education, Student Evaluation, Student Placement

Identifiers—Bill 82 (Ontario), Ontario

The text provides an overview of the content and

implications of Bill 82, Ontario's special education act. Chapter 1 reviews the bill's contents which emphasize five principles: universal access, education at public expense, the appeals process, appropriate programming, and ongoing identification and continuous assessment and review. Chapter 2 documents the identification and placement processes along with avenues of appeal. School board planning and implementation requirements and guidelines are considered in the fourth chapter. Chapter 5 analyzes the implications of the legislation on individual schools and teachers. The parent's role in placement is emphasized in the sixth chapter, which also discusses appeal procedures and more informal recourse methods. Teacher liability is the topic of chapter 7, followed by two case studies illustrating issues of access to school programs. (CL)

ED 240 787 EC 161 857

Parkinson, Anne

Recording for the Blind's Catalog Conversion for Online Searching.

Pub Date—May 83

Note—16p.; Paper presented at the Conference on Academic Library Services to Disabled Students (Tallahassee, FL, May 6-7, 1983).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Blindness, Computer Programs, *Library Services, Physical Disabilities, *Special Libraries, Visual Impairments

Identifiers—*Recording for the Blind

The paper describes the growth in services of Recording for the Blind, an organization supplying blind and other print-handicapped persons with free, taped educational books in cassette form. Increased acquisition at all age levels and expansion of computer capabilities to create an online subject catalog to the materials are noted. Details of planning procedures for the online catalog are given, as are current operating procedures and staffing functions (the staff grew to four professional librarians). Training and practice in subject searching is described. Five steps involved in subject searching from initial contact with the reference librarian to collecting book references for the patron are summarized. (CL)

ED 240 788 EC 161 858

Pomerantz, Peter M.

Tailoring Library Services to the Needs of Disabled Users.

Pub Date—May 83

Note—22p.; Paper presented at the Conference on Academic Library Services to Disabled Students (Tallahassee, FL, May 6-7, 1983).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accessibility (for Disabled), *College Libraries, *Disabilities, Higher Education, *Library Services

Identifiers—University of California Berkeley

The General Library at the University of California, Berkeley, has made its collection physically and intellectually accessible to disabled users. A task force convened to discuss ways to meet the needs of disabled students has met regularly since 1981. Among changes undertaken as a result of the task force are the appointment of a resource coordinator of library services to the disabled, the development of a policy statement on the library's commitment to serving disabled users, instruction for library staff on type and amount of assistance to be offered, workshops on the needs of disabled students, and the establishment of a network of contact persons within branch libraries. Among other services offered are photo copying and delivery of course reserve reading materials and use of special devices for visually impaired students. A policy manual on library services to disabled users is among appended material. (CL)

ED 240 789 EC 161 859

Schlessinger, Shelley

Annotated Bibliography of Materials on Academic Library Service to Disabled Students.

Pub Date—May 83

Note—31p.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Libraries, Accessibility (for Disabled), Annotated Bibliographies, Attitudes, College Students, Disabilities, Higher Education, Library Equipment, Library Instruction, *Library Services

The bibliography lists approximately 120 references (1978-83) on academic library services for disabled students. The bibliography was developed from a literature search of five indexes: "Library Literature," ERIC, "Dissertation Abstracts," LISA, and CIJE. Entries are arranged alphabetically by author and include title, source, date, page information, and a brief summary. Among topics addressed are building accessibility, attitudes, orientation maps, community college libraries, audio-visual aids (such as the Optacon and the Kurzweil Reading Machines), computerized aids, reference material, and library instruction. (CL)

ED 240 790 EC 161 862

Johnson, Alex B. And Others

The Diagnostic Index: A Criterion for Further Evaluation and Intervention with At-Risk Preschool Children.

Pub Date—[83]

Note—19p.

Pub Type—Reports - Descriptive (141) — Guides

Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Disabilities, *Handicap Identification, Preschool Education, *Referral, *Screening Tests

Identifiers—Diagnostic Index

In an attempt to provide technically adequate screening with criteria for referring children for further evaluation, the Diagnostic Index (DI) was developed. The DI expresses the relationship between a child's chronological and developmental ages, identifies as a percentage of normal development the discrepancy between age appropriate behaviors and the behaviors the child exhibits. Testing of the DI indicated that when used with recommendations from the screening team, the DI substantially decreased the probability that delayed preschoolers would be overlooked during the screening phase. Among considerations in using the DI are that the DI should be computed within and across domains to reveal a more accurate and reliable picture of the child's functioning and that the cutoff point should be moved upward to safeguard against overlooking delayed preschoolers. (CL)

ED 240 791 EC 161 864

Tucker, M. Belinda Mitchell-Kernan, Claudia

Familial Social Support for Mildly Mentally Retarded Afro-Americans.

California Univ., Los Angeles. Mental Retardation Research Center.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, DC.

Pub Date—28 Apr 83

Grant—HD-11944-93; NIE-G-80-0016

Note—16p.; Paper presented at the Annual Meeting of the Western Psychological Association (San Francisco, CA, April 27-30, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adaptive Behavior (of Disabled), Adjustment (to Environment), Adults, Blacks, *Family Relationship, *Friendship, *Mild Mental Retardation, *Social Adjustment, Social Influences

The paper describes a study of the relationship between social support and well-being among 24 mildly mentally retarded Afro-American adults living with family, in group situations, or independently. Detailed observations, interviews, and questionnaires were used to collect data on the structural characteristics of the Ss' networks, use of ties as coping mechanisms, nature of transactions between study participants and ties, and the qualitative aspects of specific critical social ties. Results indicated reliance on kin ties to provide a variety of support and suggested that degree of familial embeddedness was a primary determinant of the extent to which non-kin ties were developed. Successful adaptation to independent living and a more balanced network structure appeared to be related to the degree of responsibility given and contributions made in the home. The need for preparing retarded adults to form rewarding and useful non-kin ties were pointed out. (CL)

ED 240 792 EC 161 865

Sobsey, Dick

Beyond Behavioral Objectives: Criteria.

Pub Date—3 Nov 83

Note—10p.; Paper presented at the Annual Conference of the Association for the Severely Handi-

capped (10th, San Francisco, CA, November 3-5, 1983).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavioral Objectives, *Criteria, *Disabilities, Elementary Secondary Education

The presentation addresses ways in which appropriate criteria for behavioral objectives with the severely handicapped are developed. Two kinds of criteria—those that established specified units and those that provide a standard to determine when the student has completed work on a specific objective—are identified. Specific considerations in selecting criteria are discussed and examples given for each: functionality, safety, social acceptability, normalization, accuracy, evaluability (all criteria should be measurable), random occurrence (which may make it difficult to determine whether mastery or luck was responsible for performance), and overlearning (enough practice to insure that the skill will maintain after discontinuation of instruction). (CL)

ED 240 793 EC 161 866

Lessard, Kevin J.

Developing Community Housing Services for Blind and Deaf-Blind Students Who Have Completed Our Training Programs—What Is Our Professional Responsibility?

Pub Date—30 Jun 82

Note—49p.; Paper presented at the National Conference of the Association for Education of the Visually Handicapped (Vancouver, British Columbia, June 30, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Blindness, *Community Programs, *Daily Living Skills, Deaf Blind, Group Homes, Housing, *Multiple Disabilities, *Program Development, *Residential Programs, Secondary Education, Visual Impairments

Identifiers—Perkins School for the Blind MA

The paper describes the community residence and independent living services offered by Perkins School for the Blind which serves multi-impaired, blind, visually impaired, and deaf blind individuals. The first part reviews existing community living options and emphasizes the need for thorough diagnosis, extensive training in daily living skills and community experience curricula, inservice training for all staff, and cooperation between educators and rehabilitation personnel. The development of the Perkins' program is traced and its current status, which includes an apartment project and houses used for residential programming for 57 clients, is described. The author suggests that educators must become familiar with real estate concepts and principles and with aspects of estate and trust planning. (CL)

ED 240 794 EC 161 867

Schalock, Robert L.

Interdependence: The Need for Person-Environmental Analysis and the Individual Transition Plan.

Pub Date—4 Nov 83

Note—19p.; Paper presented at the Annual Conference of the Association for the Severely Handicapped (10th, San Francisco, CA, November 3-5, 1983). Pie charts may not reproduce well.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Cooperation, *Delivery Systems, *Disabilities, Evaluation Methods, Models, *Systems Approach, *Transitional Programs

The paper focuses on catalysts needed for interagency cooperation in multi-service delivery systems for handicapped individuals. The importance of interfacing personal and environmental profiles is emphasized, and an approach matching aspects of the person and the environment is described. A behavioral skill profile of the person would be matched with environmental characteristics (including available living-work options, behaviors required to adapt successfully to the environments, and the personality characteristics of the environment). Two case histories illustrate ways in which a person-environmental profile can be used in skill training, procuring prostheses, and modifying the environment. A second catalyst, systematic transitional planning, is considered in terms of an ITP (Individualized Transition Plan) model which addresses client and systems-level needs. (CL)

ED 240 795

EC 161 868

Wehman, Paul And Others

Vocational Curriculum for Multihandicapped Students with Cerebral Palsy: A Data-Based Approach.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Nov 83

Contract—82-37-300-82-0357

Note—27p.; Paper presented at the Annual Conference of the Association for the Severely Handicapped (10th, San Francisco, CA, November 3-5, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Case Studies, *Cerebral Palsy, Clerical Occupations, Computers, Curriculum, *Employment, *Job Skills, Job Training, Microproduction, *Multiple Disabilities, Office Occupations, Task Analysis, *Teaching Methods, *Vocational Education, Young Adults

The paper describes a data-based vocational curriculum for multiple handicapped adolescents and young adults with cerebral palsy. Three case studies illustrate the different types of curricula that may lead to employment in the areas of micrographics filing, computer skill, and clerical work. The approach incorporates a task analysis orientation with modeling, social reinforcement, and frequent feedback. Objectives and skill sequences were drawn from observation of identical jobs in companies in the community. In each setting, attention was paid to modifying or adapting tasks where necessary to help improve vocational performance. Participants in each of the areas displayed competence after training. (CL)

ED 240 796

EC 161 869

Colvin, Geoffrey And Others

Generalized Compliance Training: A Direct Instruction Program for Managing Severe Behavior Problems.

Pub Date—4 Nov 83

Note—23p.; Paper presented at the Annual Conference of the Association for the Severely Handicapped (10th, San Francisco, CA, November 3-5, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Modification, *Severe Disabilities, Teaching Methods

Identifiers—*Generalized Compliance Training

Five case studies illustrate the use of generalized compliance training with students who have severe behavior problems. Based on extinction and generalization processes, the approach consists of five phases: (1) assessment to determine the nature and severity of noncompliance; (2) initial instruction demonstrating the consequences of compliance and noncompliance; (3) provision to permit responses to major and minor noncompliance; (4) use of a pre-correction before the learner engages in activities that prompt noncompliance; and (5) final training involving instructional sets and targeting of less obvious inappropriate behaviors. Procedural safeguards that should be in place prior to program implementation are outlined. Case studies depict the effectiveness of generalized compliance training with multiply handicapped, disturbed, profoundly retarded, and autistic students. The program produced changes relatively quickly and durably. (CL)

ED 240 797

EC 161 870

King, Ray Burton, Kathy

Moving: A Format for Providing Functional Information for Persons with Severe Disabilities Transferring to Another Home.

Leon County Schools, Tallahassee, Fla.

Pub Date—Nov 83

Note—12p.; Paper presented at the Annual Conference of the Association for the Severely Handicapped (10th, San Francisco, CA, November 3-5, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Cooperation, *Deinstitutionalization (of Disabled), Elementary Secondary Education, Institutionalized Persons, *Severe Disabilities, *Transitional Programs

To ease the transition from institutions to other school districts, the Sunland (Florida) Public School developed "transfer packets" for each severely

mentally and physically handicapped person who was moving. Written by teachers, therapists, medical and other professional staff, the packets contain information regarding individual student's medical needs, likes and dislikes, educational strengths and weaknesses, individualized programs, and other pertinent details. Pictures of each student engaged in the actual activities accompany the narrative material. Planning considerations involved issues of format, production, and resources. Success of the approach relied on coordination with receiving districts and the residential facilities. Although considered a good idea, the packets were found to be expensive in terms of staff time. (Author/CL)

ED 240 798

EC 161 871

England, Jill L. Langton, Sarah

Developing a Comprehensive Curriculum Management System for Students with Severe Mental Impairments.

Pub Date—Nov 83

Note—37p.; Paper presented at the Annual Conference of the Association for the Severely Handicapped (10th, San Francisco, CA, November 3-5, 1983).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age, Basic Skills, *Curriculum Development, *Daily Living Skills, Elementary Secondary Education, Recordkeeping, *Severe Disabilities, *Severe Mental Retardation, *Student Educational Objectives

The curriculum for severely mentally and multiply impaired students lists annual goals, short-term instructional objectives, and performance objectives in nine content areas: cognitive, social, communication, self-care, fine motor, gross motor, independent/functional living, prevocational training skills, and leisure/recreation. The underlying philosophy incorporates traditional content instruction with age appropriate activities. Activities are further designed to promote acquisition of meaningful and relevant skills, allowing for partial participation as a goal for some students. Recordkeeping procedures are discussed for each content area, and examples of completed forms are appended. (CL)

ED 240 799

EC 161 872

Creekmore, W. N. Creekmore, Nancy N.

Community Volunteers as Paratherapists for Significantly Handicapped Children.

Pub Date—Nov 83

Note—21p.; Paper presented at the Annual Conference of the Association for the Severely Handicapped (10th, San Francisco, CA, November 3-5, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Paraprofessional School Personnel, Preschool Education, *Professional Education, *Severe Disabilities, Teacher Shortage, *Volunteers, Workshops

The paratherapist training project was begun to increase training time provided to severely and profoundly handicapped students. Twenty-one retired persons volunteered to participate in a series of skill training modules that touched upon the following topics: observation, skill training, placement, individual or small group work, and daily and weekly staffings. Ss exhibited increases in knowledge and skills related to preschool exceptional children. Increases were maintained over a 2-year period. Additional project success included increases in direct contact time from 132 to 400 hours per child yearly and substantial increases in developmental ages of the students. Findings suggested that such an approach may alleviate the manpower shortage in special education. (CL)

ED 240 800

EC 161 873

Lefebvre, R. Craig

Psychological Correlates of College Students Referred to a Learning Needs Center.

Pub Date—Feb 83

Note—31p.; Paper presented at the Conference of the Association for Children and Adults with Learning Disabilities (Washington, DC, February 16-19, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Students, *Learning Disabilities, *Psychological Characteristics, Student Evaluation

The paper considers issues in intelligence testing

of learning disabled (LD) children and adults and reviews results of psychological testing of LD students at the University of Virginia (UVA). Tests administered include neurological screening tests and personality assessments where appropriate. It is explained that the matriculating LD student is academically competitive with many peers. Intellectual/cognitive data of 62 UVA LD students are presented, and it is noted that learning difficulties of many students went undiagnosed before entrance. No general pattern in test scores was found to exist, although subgroups of the sample evidenced differences on both IQ and subtest scales. Analysis of coping styles pointed up the need to reduce depression and reinforce autonomy and individuation. (CL)

ED 240 801

EC 161 874

Shalowitz, Elaine L.

The Process of Composition Instruction with Students with Brain-Injury, Brain-Damage or Neurological Impairment.

Pub Date—Mar 83

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (34th, Detroit, MI, March 17-19, 1983).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Neurological Impairments, *Teaching Methods, *Writing (Composition)

Suggestions are offered for teaching composition to brain-injured, brain-damaged, neurologically impaired students. Teachers are cautioned to choose a limited topic based on students' concrete experiences, concentrate on setting up generalizations and theses, and help students consider ways to expand and organize the topic. For creative writing, the paper suggests introduction of ideas of plot, character, theme, and style, with a gradual transition to abstractions. Then short novels can be presented and summarization and analytical skills practiced. Additional areas for composition instruction are letter writing, test taking skills, and research skills. The development, repetitive, supportive nature of composition instruction for this population is stressed. (CL)

ED 240 802

EC 161 875

Alpine Skiing: Special Olympics Sports Skills Instructional Program.

Joseph P. Kennedy, Jr. Foundation, Washington, D.C.

Pub Date—[81]

Note—60p.; For related documents, see EC 161 876-879.

Available from—Special Olympics, Inc., 1701 K St., N.W., Suite 203, Washington, DC 20006.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Athletics, Elementary Secondary Education, *Mental Retardation, *Skiing, Task Analysis, Teaching Methods

The first of five guides in the Sports Skills Instructional Program focuses on teaching alpine skiing to mentally retarded students. Each unit contains the following elements: overview, long-term goal, short-term objectives, modifications and adaptations, sports skill assessment, teaching skill, skill sequence, task analysis, teaching suggestions, recording forms, and information on infusing the skill to general academic areas. Following description of a dryland training program, a home fitness program is reviewed. Skill assessment is presented, followed by a focus on 11 specific skills: walking, recovery, side stepping, straight run, wedge, wide track parallel, pole plant, linked parallel turns, kick turn, heringbone, and lifts. Racing and safety and rules units conclude the guide. (CL)

ED 240 803

EC 161 876

Track & Field: Special Olympics Sports Skills Instructional Program.

Joseph P. Kennedy, Jr. Foundation, Washington, D.C.

Pub Date—[81]

Note—68p.; For related documents, see EC 161 875-879.

Available from—Special Olympics, Inc., 1701 K St., N.W., Suite 203, Washington, DC 20006.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Athletics, Elementary Secondary Education, *Mental Retardation, Task Analysis, Teaching Methods, *Track and Field

One of five guidelines in the Sports Skills Instructional Program, the booklet addresses ways to teach track and field to mentally retarded persons. The approach is designed to use volunteers as instructors. An overview considers such topics as clothing, equipment, and field preparation. The long term goal of acquiring basic fundamental skills, appropriate social behavior, and functional knowledge of the rules is further broken down into five short term objectives related to warm up, basic skills, rules, and sportsmanship. Two levels of track and field skills are addressed for skills of sprinting, distance running, standing long jump, softball throw, relays, and high jump. Each of the skills is examined in terms of task analysis and teaching suggestions. (CL)

ED 240 804 **EC 161 877**
Swimming & Diving: Special Olympics Sports Skills Instructional Program.

Joseph P. Kennedy, Jr. Foundation, Washington, D.C.

Pub Date—[81]
Note—105p.; For related documents, see EC 161 875-879.

Available from—Special Olympics, Inc., 1701 K St., N.W., Suite 203, Washington, DC 20006.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Athletics, Elementary Secondary Education, *Mental Retardation, *Swimming, Task Analysis, Teaching Methods

One of five parts of the Special Olympics' Sports Skills Instructional Program, the booklet addresses ways to teach swimming and diving to mentally retarded students. Short term objectives of the program encompass warmup, basic swimming and diving skills, safety, and good sportsmanship. The long term goal focuses on acquisition of basic skills, appropriate social behavior, and functional knowledge of safety to enable participation. Following information on clothing, pool preparation and equipment, skills assessment and teaching suggestions are presented for two levels of swimming skills (kicking, front and back crawl, side stroke, breast stroke, front dive, diving approach, advanced front dive, and backward dive. Suggestions are also given on infusing the sport skill to other curriculum areas. (CL)

ED 240 805 **EC 161 878**
Soccer: Special Olympics Sports Skills Instructional Program.

Joseph P. Kennedy, Jr. Foundation, Washington, D.C.

Pub Date—[81]
Note—71p.; For related documents, see EC 161 875-879.

Available from—Special Olympics, Inc., 1701 K St., N.W., Suite 203, Washington, DC 20006.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Athletics, Elementary Secondary Education, *Mental Retardation, *Soccer, Task Analysis, Teaching Methods

One of five guides in the Sports Skills Instructional Program of the Special Olympics, the booklet describes an approach to teaching soccer skills to mentally retarded persons. An introductory section lists the goals, objectives, and benefits of the program and provides criterion referenced instruments to assess the individual's current functioning level. Specific skills in two levels of difficulty are then described in terms of task analysis and teaching suggestions for: dribbling, kicking, passing, trapping, tackling, heading, throwing in, goal keeping, and defensive play. Three subjects conclude the units: team tactics, rules, and sportsmanship. The program is designed to promote skill infusion into general academic areas. (CL)

ED 240 806 **EC 161 879**
Cross Country Skiing: Special Olympics Sports Skills Instructional Program.

Joseph P. Kennedy, Jr. Foundation, Washington, D.C.

Pub Date—[81]
Note—58p.; Ski Industries American provided partial financial support. For related documents, see EC 161 875-878.

Available from—Special Olympics, Inc., 1701 K St., N.W., Suite 203, Washington, DC 20006.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Athletics, *Elementary Secondary Education, *Mental Retardation, *Skiing, Task Analysis, Teaching Methods

The last of five booklets on specific sports instruction in Special Olympics presents information on teaching cross country skiing to mentally retarded persons. The approach uses goals, short term objectives, task analyzed activities, assessments and teaching suggestions for individualizing and integrating the sports skills instruction with other curriculum areas. Instruction is designed to be given by volunteers. Initial sections discuss hints for being a good teacher, organizational suggestions, and information on clothing, equipment and a dryland training program. A skills assessment determines the student's present functioning level. The following specific skills are addressed: ready position, recovery, forward walking, star turns, climbing, straight run, wedge, turns, diagonal stride, and double poling. Sections on rules and safety and racing conclude the guide. (CL)

ED 240 807 **EC 165 147**
Steinbach, Trevor T.

State Gifted Advocacy. A Guide for Parents, Teachers, and Coordinators.

Illinois Council for the Gifted, Bolingbrook.

Pub Date—81
Note—9p.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academically Gifted, *Educational Legislation, Elementary Secondary Education, Guidelines, Legislators, *Lobbying, Parent Materials, *Parent Participation, Special Education, *State Aid, State Legislation
Identifiers—Illinois, PF Project

This pamphlet is designed to help parents lobby for state-level funding of gifted programs. Suggestions for making telephone calls and writing letters to representatives and senators are offered along with sample scripts for a telephone call and a letter. A description of the 15-step legislative process for gifted education bills in Illinois is included as well as a description of Illinois Council for the Gifted (ICG) Advocacy Days during which advocates personally lobby in the state capital for gifted legislation. (DC)

ED 240 808 **EC 165 148**

Steinbach, Trevor T.
Gifted Ideas. A Resource Guide for Teachers with Gifted Students. #5 of a Series.

Illinois Council for the Gifted, Bolingbrook.

Pub Date—83
Note—15p.; For related document, see EC 165 149.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academically Gifted, *Educational Strategies, Elementary Secondary Education, *Gifted, *Interest Inventories, Learning, Resource Materials, *Student Characteristics, Student Interests, Student Needs, Student Teacher Relationship, *Teacher Role, Teaching Methods
Identifiers—PF Project

Characteristics of the gifted and ideas for working effectively with gifted students are presented in this guide for teachers. A list of behavioral traits exhibited by gifted students precedes a discussion of the myth that gifted individuals can be expected to perform perfectly in all areas of endeavor. Included in a discussion of learning characteristics are ways teachers can plan the learning environment and develop good student-teacher relationships. Seven suggestions for adapting instruction for the gifted child are listed. A student interest survey is included which will help the teacher plan for individual student needs. The survey, in the form of a checklist for the student, lists activities in the categories of writing, reading, science, studying, dramatics, music, mathematics, art, hobbies, and sports. (JH)

ED 240 809 **EC 165 149**

Steinbach, Trevor T.
Parenting Your Gifted Child. #4 of a Series.

Illinois Council for the Gifted, Bolingbrook.

Pub Date—83
Note—11p.; For related document, see EC 165 148.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Development, Childhood Needs, Child Responsibility, Creativity, Decision Making, *Family Environment, *Gifted, Guidelines, Identification, Inquiry, *Learning Motivation, Leisure Time, Parent Child Relationship, *Parent Influence, Parent Materials, Parent Responsibility, *Parent Role, Persistence, Risk, *Role Models, Time Management
Identifiers—PF Project

This handbook is designed to help parents understand, encourage, and help their gifted children. A brief overview includes discussions of the meaning of the term "gifted," the identification of gifted children, and the goals of gifted education. Parents are advised to assist their children with time management, decision making about time and activities, appropriate behavior, responsibility for routine tasks, task completion, and time for daydreaming. It is recommended that parents as role models should provide enough psychological freedom and safety to allow children to take chances and make mistakes. Assisting children in setting realistic goals is discussed as another function of parents as role models. The use of leisure time is discussed, including the examination and management of parents' leisure time activities as examples for children. Suggestions are given for creating a stimulating environment with trips, reading time, hobbies, supervised experiments, writing, and verbal expression. Praise for specific accomplishments is recommended to reinforce children's self-concept. Answering questions and providing time for questions also is presented as an important task for parents. (EM)

ED 240 810 **EC 165 150**

Steinbach, Trevor T.
Parents, Power, Politics and Your Gifted Child. An Organizing Manual.

Illinois Council for the Gifted, Bolingbrook.

Pub Date—81
Note—13p.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academically Gifted, *Advocacy, Educational Needs, Elementary Secondary Education, Guidelines, Parent Materials, *Parent Participation, *Parent Role, Parent School Relationship, School Districts, Special Education, *Special Programs
Identifiers—PF Project

This pamphlet is designed to help parents serve as advocates for the adoption of gifted programs in their local school districts. Rebuttals are offered to six myths about gifted students which commonly are used to deny gifted programs. Step-by-step methods for two strategies for obtaining gifted programs are presented: working from the top down (convincing the board of education and the superintendent that a gifted program is needed) and working from the bottom up (working with a teacher in the local school who is committed to gifted education). Suggestions are also given for protecting the program once it has been established and for organizing a parent advocacy group. (DC)

ED 240 811 **EC 165 151**

Craig, Margaret
Sharpen Your Skills: Textbook Format Braille.

Pub Date—84

Note—4p.; For related documents, see ED 238 243-244, ED 239 477-482, and EC 165 152-158.
Journal Cit—National Braille Association Bulletin; v19 n3,4 Fall 1983 Win 1984

Pub Type—Guides - Classroom - Teacher (052) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Braille, Charts, Elementary Secondary Education, Guidelines, Instructional Materials, Material Development, Special Education, *Tables (Data), *Tactile Adaptation, *Textbook Preparation, Visual Impairments

Identifiers—PF Project, *Textbook Errors

Designed for braille transcribers and teachers of the visually handicapped, this document presents two articles about textbook braille. The first article presents information on the various methods available for transcribing tables—the stair-step method, the keying method, and the linear method. The second article provides further discussion of the linear method for transcribing data tables. (LH)

ED 240 812 **EC 165 152**

Evensen, Lorraine M. Dorf, Maxine B.
Sharpen Your Skills: Literary Braille.

Pub Date—84

Note—4p.; For related documents, see ED 238 243-244, ED 239 477-482, and EC 165 151-158.
Journal Cit—National Braille Association Bulletin; v19 n1,3,4 Spr 1983 Fall 1983 Win 1984

Pub Type—Guides - Classroom - Teacher (052) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Braille, *Dictionaries, Elementary Secondary Education, Guidelines, Instructional Materials, Special Education, *Tactile Adapta-

tion, *Textbook Preparation, Visual Impairments Identifiers—PF Project, *Rules and Regulations, Transcription

Designed for braille transcribers and teachers of the visually handicapped, this document presents three short articles about literary braille. The first article discusses common pitfalls that occur on trial manuscripts, such as misformed characters, missing and added dots, incorrect title pages, and incorrect word divisions. The second article gives suggestions concerning the use of dictionaries in proofreading. The third article provides a brief discussion on title page information, followed by a word about two dictionaries recently acquired by the Braille Book Bank of the National Braille Association. (LH)

ED 240 813 EC 165 153

Perry, Helen

Sharpen Your Skills: Tape Recording.

Pub Date—84

Note—5p.; For related documents, see ED 238 243-244, ED 239 477-482, and EC 165 151-158. Journal Cit—National Braille Association Bulletin; v19 n1,3,4 Spr 1983 Fall 1983 Win 1984

Pub Type—Guides - Classroom - Teacher (052) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Dictionaries, Elementary Secondary Education, Guidelines, *Instructional Materials, *Pronunciation Instruction, Special Education, *Tape Recordings, *Visual Impairments Identifiers—PF Project, *Structural Chemistry, *Table of Contents, Transcription

Three short articles provide tape recording instructions for braille transcribers and teachers of the visually handicapped, for transcribing instructional materials. The first article gives instructions for creating a "mini" table of contents, or index, to be inserted at the beginning of each tape. The second article provides instructions for taping a structural formula and gives the structural formula of morphine as an example. The final article focuses on dictionary usage and causes of mispronunciations in tape-recorded lessons. (LH)

ED 240 814 EC 165 154

Knisely, Phillis Wickham, Marian

Sharpen Your Skills: Large Type.

Pub Date—84

Note—6p.; For related documents, see ED 238 243-244, ED 239 477-482, and EC 165 151-158. Journal Cit—National Braille Association Bulletin; v19 n1,3,4 Spr 1983 Fall 1983 Win 1984

Pub Type—Guides - Classroom - Teacher (052) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Equipment Maintenance, Fractions, Guidelines, Instructional Materials, *Large Type Materials, Mathematics Instruction, Special Education, *Typewriting, Visual Impairments Identifiers—PF Project, *Typewriters

Three short articles about large type transcribing are provided for braille transcribers and teachers of the visually handicapped. The first article lists general suggestions for simple typewriter maintenance. The second article reviews the guidelines for typing fractions in large type for mathematics exercises. The third article describes a simple procedure for re-inking nylon fabric Smith-Corona cartridges. (LH)

ED 240 815 EC 165 155

Euler, Von E. Cohn, Doris

Sharpen Your Skills: Mathematics and Science

Braille.

Pub Date—84

Note—8p.; For related documents, see ED 238 243-244, ED 239 477-482, and EC 165 151-158. Journal Cit—National Braille Association Bulletin; v19 n1,3,4 Spr 1983 Fall 1983 Win 1984

Pub Type—Guides - Classroom - Teacher (052) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Braille, Elementary Secondary Education, Guidelines, Instructional Materials, *Mathematics Instruction, Science Instruction, Special Education, *Tactile Adaptation, Testing, Visual Impairments

Identifiers—*Nemeth Code, PF Project, Rules and Regulations, *Transcription

Three articles about mathematics and science braille are provided for braille transcribers and teachers of the visually handicapped. The first article discusses common problems such as setting braille writers incorrectly, duplicating transcribed

materials unnecessarily, and incorrectly transcribing from typescript. The second article provides a June 1, 1983 Nemeth Code update concerning braille indicators, shapes, spacing, abbreviations, symbols of groups, and division. The third article presents a Nemeth braille quiz which highlights many unusual problems. Transcribers are asked to locate in the Code the section that correctly answers the questions. (LH)

ED 240 816 EC 165 156

Griffith, Georgia

Sharpen Your Skills: Music Braille.

Pub Date—84

Note—6p.; For related documents, see ED 238 243-244, ED 239 477-482, and EC 165 151-158. Journal Cit—National Braille Association Bulletin; v19 n1,3,4 Spr 1983 Fall 1983 Win 1984

Pub Type—Guides - Classroom - Teacher (052) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Braille, Elementary Secondary Education, Instructional Materials, *Music Education, Music Reading, Special Education, *Tactile Adaptation, Visual Impairments Identifiers—*Music Braille, PF Project, Rules and Regulations

Three short articles about music braille are presented for braille transcribers and teachers of the visually handicapped. The first article focuses on common in-accord-related errors in braille music and provides a definition of and information about accidentals and in-accords and doubling and in-accords. The second article deals with the rules governing grouping as described in the "Revised International Manual of Braille Music Notation 1956." The third article provides information about when and where to use slurs and ties. (LH)

ED 240 817 EC 165 157

Childers, Alice Gilbertson, Conchita M.

Sharpen Your Skills: Foreign Language Braille.

Pub Date—84

Note—4p.; For related documents, see ED 238 243-244, ED 239 477-482, and EC 165 151-158. Journal Cit—National Braille Association Bulletin; v19 n1,3,4 Spr 1983 Fall 1983 Win 1984

Pub Type—Guides - Classroom - Teacher (052) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Braille, Consonants, Elementary Secondary Education, Guidelines, Instructional Materials, *Latin, Picture Books, *Second Languages, Spanish, Special Education, *Syllables, Vowels

Identifiers—PF Project, *Rules and Regulations, Transcription

Three short articles about foreign language braille are presented for braille transcribers and teachers of the visually handicapped. Because dictionaries of languages other than English rarely show syllable division, the first article provides guidelines to the syllabification of Latin. The guidelines give specific rules concerning the division of diphthongs and consonantal units, adverbial prefixes, and compound words. The second article gives foreign language transcribers suggestions for dealing with the vocabulary in pictorial exercises. The third article offers advice to transcribers on the appropriate use of the letter sign. (LH)

ED 240 818 EC 165 158

Epstein, Betty

Sharpen Your Skills: Tactile Graphics. Tactile

Illustrating.

Pub Date—84

Note—3p.; For related documents, see ED 238 243-244, ED 239 477-482, and EC 165 151-157. Journal Cit—National Braille Association Bulletin; v19 n3,4 Fall 1983 Win 1984

Pub Type—Guides - Classroom - Teacher (052) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Braille, Diagrams, Elementary Secondary Education, Guidelines, Illustrations, Instructional Materials, Manipulative Materials, *Raised Line Drawings, Special Education, *Tactile Adaptation, *Three Dimensional Aids, Visual Impairments

Identifiers—PF Project, *Transcription

Two short articles about tactile illustrating are presented for braille transcribers and teachers of the visually handicapped. Focusing on tactile graphics, the first article discusses the conversion of significant print graphic information to the clearest, most factually legible form possible. Tips for achieving

factual legibility and the preservation of embossed masters are offered. The second article provides information on the appropriate use of three-dimensional representation. The article tries to suggest a compromise between those who flatly state that all three-dimensional graphics should be omitted from transcriptions and those who insist that print text should be exactly converted into braille text. (LH)

ED 240 819 EC 165 159

Recruitment of Special Education Personnel.

North Dakota State Dept. of Public Instruction, Bismarck. Div. of Special Education; Utah State Univ., Salt Lake City. Intermountain Plains Regional Resource Center.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—Jul 82

Contract—300-80-0724

Note—15p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Employee Responsibility, Employment Interviews, Employment Qualifications, Job Applicants, *Personnel Selection, Rural Areas, *Special Education Teachers, *Teacher Recruitment, Teacher Responsibility

Identifiers—PF Project

Designed to fill North Dakota's growing need for qualified special education personnel, the pamphlet briefly addresses the following topics: the responsibility of individuals and organizations in recruiting personnel, candidates for recruitment, content of the interview, strategies for promoting the job, recruiting in rural areas, recruiting in other states, and long-range planning for recruitment. Although the pamphlet was designed for North Dakota administrators, the suggestions in the pamphlet can be used in any state. (LH)

ED 240 820 EC 165 161

Alajajian, Lisa D.

Jogging Program for Deaf-Blind Students Improves Condition and Reduces Self-Stimulation.

Pub Date—Dec 81

Note—3p.; Also printed in "News...about Deaf-Blind Student Programs and Services in New England."

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Change, *Cardiovascular System, Conditioning, *Deaf Blind, Elementary Secondary Education, *Exercise, Heart Rate, *Jogging, Physical Development, Physical Recreation Programs, *Positive Reinforcement, Program Descriptions, Prosocial Behavior, Self Mutilation, Stimulation, Student Improvement

Identifiers—PF Project

Four deaf-blind students at the Massachusetts Association for the Blind were involved in a pilot aerobic program consisting of jogging for 15-20 minutes three times a week. Students were chosen based on their enjoyment of this fast movement and they were given clearance for this activity by both a doctor and a physical therapist. The students' pulse rates were taken periodically to determine whether their cardiovascular systems were benefiting from this activity. After the jogging was completed, the students walked back to class where they were given orange juice both as a reward and as a fluid replacement. Many positive changes were seen in these students. This was an excellent opportunity for students to release energy and frustrations with an appropriate activity. The four students displayed a decrease of self-abuse and self-stimulatory behaviors. The physical changes that were made consisted of a lowered resting pulse rate indicating that the cardiovascular system had to work less hard and was operating more efficiently. Since the staff noticed this positive development, more support and assistance were given and requests were made to have more students participate in this activity. Plans were made for expanding the program to incorporate walking, swimming, and mini-trampoline jumping. (EM)

ED 240 821 EC 165 163

Lee, Ronald A.

The Dawn Hancock Animal Farm. Farming Experiences for Children with Mental Handicaps.

Clark County School District, Las Vegas, Nev.

Pub Date—[Nov 83]

Note—9p.; Photographs may not reproduce well.

Presented at the Helen J. Stewart School.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agricultural Education, *Agricultural Production, *Animals, Elementary Secondary Education, *Farm Occupations, *Livestock, *Mental Retardation, Program Descriptions, Special Education, Special Programs, *Supervised Farm Practice, Vocational Education
Identifiers—PF Project

The Dawn Hancock Animal Farm, which was developed in 1974 with volunteer labor and over \$100,000 in donations, provides farm experiences for the mentally handicapped students of the Helen J. Stewart School in Las Vegas, Nevada. The farm and animals are part of the school's emphasis on vocational training, and every effort is made to help prepare the students for work after graduation. One of the school's major goals is to enable each student to "become as competent a worker as possible." Las Vegas, with its surrounding rural communities provides, employment opportunities for the students. The operation of the farm involves a number of chores that must be completed each day. Teacher aides and foster grandparents assist the students. The students also receive the school's services which include speech therapy, adaptive physical education, physical therapy, team sports, academic studies, and adaptive music. The farm program gives students an opportunity to develop self-help skills. Positive reinforcement is given through verbal reinforcement, paychecks, and special activities. (EM)

ED 240 822 EC 165 168

Brooks, Patricia R.

Working with Your Gifted Child at Home.

Pub Date—[76]

Note—7p.

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Architecture, *Art Activities, Art Appreciation, *Art Education, Books, Elementary Education, *Gifted, *Home Study, Parent Materials, *Parent Participation, Parent Role, Photography, *Visual Arts
Identifiers—Collage, Mobiles

Activities and books which parents can use to enhance the art education of their gifted children are recommended. The following topics are included: (1) developing an appreciation of art; (2) developing an understanding of art principles and the ways that great artists used those principles; (3) creating original art; (4) constructing collages; (5) making mobiles and stables; (6) looking at architecture; and (7) learning about photography. Annotations which describe the books and which suggest ways that they can be used are provided for most of the 24 books listed. (D)

ED 240 823 EC 165 171

Kitzen, Kay

Math & the Dyslexic: Making the Abstract Concrete.

Pub Date—83

Note—5p.

Journal Cit—Suffolk Branch - Orton Dyslexia Society Spotlight; v2 n2 p6-7,3 Fall 1983

Pub Type—Information Analyses (070) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Abstract Reasoning, Cerebral Dominance, *Dyslexia, Elementary Secondary Education, Gifted, *Learning Disabilities, *Learning Problems, Literature Reviews, *Mathematics Education, Mathematics Skills, Teaching Methods
Identifiers—Mathematically Gifted

Math historian Morris Kline suggests that math instruction should be made concrete and that teachers should not turn kids off by making intuitively understood concepts complex through the use of fancy language. He advocates using pictorial representations and examples of actual physical occurrences. The dyslexic student has special difficulties in math which require even more teaching modifications. Gene Watson, a psychologist from Virginia, believes the problem is lack of training in teaching math and especially in teaching math to learning disabled students. A learning disabled student might have difficulty with sequencing, knowing left from right, borrowing, regrouping, and/or understanding the language of math. A study by Byron Rourke, psychology professor at the University of Windsor, Ontario, indicated that math learning problems are as various as dyslexias and may originate in different parts of the brain. Math specialist Joyce Steeves believes that the educational system creates much of the learning disabilities in math. Children should

not be rushed into left brain tasks too early. A study by Dr. Steeves illustrates the difficulties of identifying mathematically gifted dyslexic students. Gifted dyslexics may score below average on computation, although they are on a par with gifted non-dyslexics on higher level abilities such as abstract reasoning. (DC)

ED 240 824 EC 165 172

Project CAST. An Adventure in the World of Work.

Charles County Board of Education, La Plata, MD. Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—[82]

Grant—G007804955

Note—17p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Awareness, *Career Exploration, *Community Involvement, *Disabilities, High Schools, On the Job Training, Program Descriptions, *School Community Relationship, Special Education, *Work Experience Programs
Identifiers—*Project CAST

Project CAST serves educationally handicapped students, ages 14-21, who are receiving special education services for more than half of their school day. The program focuses upon the students' development of skills necessary to foster independent living, wise career decision-making, and successful entry into the world of work. The model uses a carefully designed integration of community and school-based developmental learning experiences. CAST is a four year, four-phase program which offers subject area course credits required for graduation. Students generally enter the program in the ninth grade in Phase I and end the program with Phase IV upon completion of high school. Phases I through IV involve career awareness, career exploration, career investigation, and on-the-job training/work study. Concluding this booklet is a list of available Project CAST items. (JH)

FL

ED 240 825 FL 013 917

Dole, Robert

Linguistic Interference in Immigrants' Interlanguage.

Teachers of English as an Additional Language, Vancouver (British Columbia).

Pub Date—83

Note—16p.; in its: TEAL Occasional Papers Volume 7, p69-83, 1983.

Pub Type—Reports - Research (143) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*English (Second Language), Error Patterns, Foreign Countries, *French, German, *Immigrants, *Interference (Language), *Multilingualism, Oral Language, Polish, *Second Language Learning, Spanish
Identifiers—*Quebec

A study of the linguistic interference of nine multilingual immigrants to the Saguenay Peninsula of Quebec province examined three types of interference in their spoken English. They included: (1) interlingual interference from the mother tongue; (2) intralingual intrusion from structures and lexical items from within English in situations and grammatical contexts in which they are inappropriate; and (3) tertiary interference from the language of the community, French. Of the nine immigrants, three had German as their mother tongue, three had Polish, and three had Spanish. A secondary goal of the study was to establish the pedagogical implications emerging from any third language learning difficulties common to all three language groups or unique to each subject. Over a thousand idiosyncratic utterances in English of the nine individuals were analyzed, and errors were placed in the three interference categories. In all cases, interference from French was almost exclusively observable in lexical transfer with little influence on English syntax or morphology. Interlingual interference from the mother tongue was most predominant in the syntax of all subjects' performance in English, although occurring in lexis as well. Intralingual interference was almost the only source of error in morphology. Three principal pedagogical considerations were found: (1) the mother tongue has a strong influence on performance of third language

learners, and teacher knowledge of the mother tongue would be helpful; (2) because the second language is an active source of lexical transfer, immigrants to Quebec are apt to transfer items directly from French to English; and (3) error analysis shows that communication can be made adequately despite all errors made, resulting in fossilization of errors and resistance to pedagogical intervention. Tables of errors are appended. (MSE)

ED 240 826 FL 013 974

Reid, Joy M.

Intermediate ESL Composition: The Use of Specific Detail and the Point Paragraph Outline.

Pub Date—82

Note—17p.

Journal Cit—American Language Journal; v1 n1 p25-40 Fall 1982

Pub Type—Guides - Classroom - Teacher (052) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Descriptions, Course Organization, *English (Second Language), *Paragraph Composition, *Prewriting, *Second Language Instruction, Sentence Combining, Sentence Structure, Teaching Methods, *Writing (Composition), Writing Exercises, *Writing Instruction, Writing Skills

A curriculum for intermediate composition for students of English as a second language is presented based on the use of levels of specificity as an organizing principle. The course objective is for students to write well-planned, coherent paragraphs acceptable to the American academic audience, within limited formats. Two additional fundamentals guiding a student's efforts are to write what he knows about, and to write for an audience. The first part of the course is devoted to the identification of the paragraph topic and the narrowing of broad subjects to manageable topics. Then students are introduced to the concept of the topic sentence. Following extended work with student-generated paragraphs, students begin to plan original paragraphs about assigned or student-selected topics. When students can clearly demonstrate that they understand the necessity of using specific detail in paragraph writing, the focus turns to the arrangement of detail in acceptable academic paragraph form, later using the technique of writing the same material in various paragraph formats to compare organizing methods. Cause-and-effect paragraphs are also used as an alternative form. Sample exercises are provided for each course segment and concept. (MSE)

ED 240 827 FL 013 975

Angelis, Paul J.

Academic Needs and Priorities for Testing.

Pub Date—82

Note—17p.

Journal Cit—American Language Journal; v1 n1 p41-56 Fall 1982

Pub Type—Opinion Papers (120) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business Administration Education, Engineering Education, *English (Second Language), *Foreign Students, Graduate Students, *Language Proficiency, Language Skills, *Language Tests, *Research Needs, Second Language Instruction, Student Attitudes, Student Needs, Surveys, *Teacher Attitudes, Testing

Issues arising from the need to develop better English proficiency testing for foreign students are discussed, considering three distinct groups of interested people: (1) the students; (2) decisionmakers responsible for the students' admission through-out the institution, including all faculty; and (3) field specialists, including teachers of English as a second language, linguists, and language teaching and testing researchers. A segment of a study that examined business and engineering graduate students' language difficulties and faculty perceptions of the students' language deficiencies and language skill needs in pursuing academic study is summarized. Priorities for testing are outlined, including: greater knowledge of student characteristics and the role of English in their daily lives; support for research that can be translated into terms useful for administrators; improved linkage between administrators and field specialists; evaluation of the tests now used, from linguistic, psychometric, and practical perspectives; and improved dialogue between teaching and testing specialists. (MSE)

ED 240 828 FL 013 976

Erazmus, Edward T.
A New Look at a Cause of Foreign Accent.
 Pub Date—82
 Note—15p.
 Journal Cit—American Language Journal; v1 n1
 p57-70 Fall 1982
 Pub Type—Reports - Descriptive (141) — Journal
 Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Articulation (Speech), Code Switching (Language), English, *Interference (Language), *Linguistic Theory, Neurological Organization, *Physiology, Polish, *Second Language Instruction, *Second Language Learning
 The theory of articulatory setting, originally published in 1964, is outlined and expanded on, drawing on experiences with Polish and English. The theory proposes that each language has a unique configuration of articulators accounting for or establishing the natural sounds of that language that give it phonological unity and differentiate it from other languages. Articulatory setting is the tongue's position relative to the teeth. In applying the theory to Polish articulation, it was discovered that English and Polish have opposite articulatory settings, illustrating four points about the theory: (1) although some parts of the tongue are in constant motion in speech, the tongue anchorage is firm and stable; (2) if it can be observed at all, the anchorage is particularly visible during vowel production; (3) the phoneme descriptions of a language must be expressed in terms of anchorage if they are to be useful; and (4) what results in language learning is a compromise between the settings of the native and target languages, producing a foreign accent. It is suggested that articulatory setting be explained to second language learners and be used as a teaching tool, to help students control articulation and work comfortably within each setting. Use of imitation should follow, not precede, students' understanding of articulatory setting. (MSE)

ED 240 829 FL 014 011
Information on Vietnamese: Education Curriculum and Grading System (For the Purpose of Placement in Schools).
 Arizona State Dept. of Education, Phoenix.
 Pub Date—[75]
 Note—67p.
 Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Asian Americans, Comparative Education, *Cultural Context, Cultural Traits, *Curriculum Design, Educational Policy, Elementary Secondary Education, English (Second Language), *Grading, Refugees, Teaching Guides, *Vietnamese People
Identifiers—Holidays, *Vietnam
 Designed to aid public school educators in placing Vietnamese refugees in American schools, this four-part publication describes the Vietnamese educational system. Part 1 outlines subject requirements and their time allotments by grade level. The Vietnamese curriculum is further subdivided into courses for boys and girls where applicable. Part 2 describes the Vietnamese grading system. Part 3 consists of a unit on Thanksgiving, with a sentence-by-sentence translation into Vietnamese. Part 4 is subdivided into sections which describe Vietnamese customs which may be helpful for American teachers to know, Vietnamese educational policy, a bibliography, and resources. An appendix contains a description of the Vietnamese New Year holiday, Tet, and a list of activities for celebrating this holiday in the school. (LP)

ED 240 830 FL 014 016
Reyes, Elizabeth R. And Others
The Adult English as a Second Language Diagnostic Reading Test.
 Association of California School Administrators, Burlingame. Foundation for Educational Administration.
 Spons Agency—California State Dept. of Education, Sacramento.
 Pub Date—81
 Note—141p.; Contains several pages of small print. Available from—ACSA's Foundation for Educational Administration, 1575 Old Bayshore Highway, Burlingame, CA 94010 (price varies, available on request).
 Pub Type—Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Education, Cloze Procedure, Community Colleges, *Diagnostic Tests, *En-

glish (Second Language), Postsecondary Education, *Reading Diagnosis, Reading Instruction, *Reading Tests, Test Interpretation, *Test Manuals, Two Year Colleges

The Adult English as a Second Language Diagnostic Reading Test was developed under Adult Education Demonstration Funding. It is designed for English as a Second Language students in adult education or community college programs. The purpose is to diagnose reading strengths and weaknesses for a student or groups of students as well as to provide teachers with suggestions for planning appropriate instruction. Included in the User's Manual is a Locator Test, the AESL Diagnostic Reading Test, Sample Strategy Lessons, how to administer and score the tests, and a technical section. The Locator Test is used to accurately determine which level of the AESL Diagnostic Reading Test is most appropriate for the student to take. The Locator Test is in a cloze format with 55 blanks and requires forty-five minutes to complete. The AESL Diagnostic Reading Test has a beginning and an intermediate form; each form has two passages in a maze (multiple answer cloze) format. The number of blanks per passage ranges from 96 to 128. Each passage requires one hour to complete. Diagnosis is based on the percentage of identical responses and the percentage and type of errors made on the two passages of the maze test. The four error types are: semantically appropriate, semantically inappropriate, partially acceptable, and minimal units. After tabulating the percentages of identical and error responses for an individual or group of students, the teacher will have the information needed to develop a reading "profile" for an individual or group. This profile is then used to determine which Reading Strategy Lessons will be most helpful in meeting the students' needs. (Author)

ED 240 831 FL 014 086
Ramos, Teresita V.
Studies in Filipino Second Language Acquisition.
 Pub Date—Jul 79
 Note—25p.; Paper presented at the Summer Institute for Educational Research on Asian Americans (1st, Berkeley, CA, July 5-20, 1979).
 Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Children, Code Switching (Language), Discourse Analysis, Educational Policy, Educational Research, *English (Second Language), Error Patterns, Foreign Countries, *Language of Instruction, Language Usage, Literature Reviews, *Multilingualism, Public Policy, *Research Needs, *Second Language Learning, Student Motivation, *Tagalog
Identifiers—*Philippines

Very little research has been done on first or second language acquisition in the Philippines. Most second language learning studies cited in the literature concern acquisition of English in English-speaking communities, and most American studies of Filipino language acquisition are superficial, consisting primarily of morpheme analysis. The Philippines are an excellent laboratory for language acquisition studies because of the multilingual context. Within the country, research on the nature of Filipino language acquisition is a top priority, because 60 to 70 percent of Filipinos are non-Tagalog speakers. Also, most non-Tagalogs learn two languages simultaneously: one at home and the other (Filipino) taught in school and used in the community. Research in early childhood bilingualism in this situation would be revealing. Philippine data could also be used to study universals in second language acquisition for development of a general theory. (MSE)

ED 240 832 FL 014 167
Blomeyer, Robert L., Jr.
Computer-Based Foreign Language Instruction in Illinois Schools: A Review of Literature, Some Preliminary Observations, and Recommendations for Consideration by the Illinois State Board of Education.
 Spons Agency—Illinois State Board of Education, Springfield; Illinois Univ., Urbana. Language Learning Lab.
 Pub Date—20 Dec 83
 Note—38p.
 Pub Type—Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Computer Assisted Instruction, *Educational Policy, Elementary Secondary Edu-

cation, Literature Reviews, *Microcomputers, Policy Formation, Public Policy, Public Schools, *Second Language Instruction, State Boards of Education, *Statewide Planning

Identifiers—*Illinois
 This report provides information to guide establishment of state policy and practice on the use of microcomputers for foreign language instruction in Illinois schools. It consists of: (1) an overview of literature on the use of computer-assisted instruction (CAI) in foreign language teaching, from early efforts at instruction with mainframe computers to more recent developments in microcomputer applications, including a discussion of instructional formats and program types; (2) a brief preliminary report on efforts in selected Illinois school districts to integrate CAI and second language teaching; and (3) recommendations for specific actions by the state board of education. Systematic use of CAI was found only in large Chicago-area schools, with few foreign language teachers using the available resources. Lack of software emerged as a significant obstacle. Recommendations include provision of training for foreign language teachers in general educational computer use and field-specific applications through currently-funded programs and follow-up training, (2) amendment of certification requirements to include basic instructional computer literacy, (3) a possible required secondary school course in computer literacy, (4) district clarification of computer policy, (5) support to purchase and develop software, and (6) a statewide inventory of applicable resources. (MSE)

ED 240 833 FL 014 171
Byrnes, Heidi
Proficiency-Based German Language Programs.
 Pub Date—Dec 83
 Note—20p.; Paper presented at the Annual Meeting of the Modern Language Association (100th, New York, NY, December 1983).
 Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Second Language Programs, *Competency Based Education, Curriculum Development, Enrollment, *Evaluation Criteria, *German, Graduation Requirements, Higher Education, International Relations, *Language Proficiency, *Language Tests, Oral Language, Private Colleges, Program Descriptions, Student Attitudes, Teacher Attitudes, Test Construction, Test Results
Identifiers—*Georgetown University DC

The proficiency-based German program in the School of Foreign Service at Georgetown University occupies an essential and integral but not central role in the overall foreign service program. It includes three years' instruction, in addition to the two years required for admission. Three levels are offered, and although students may take the proficiency examination at the advanced level, most choose either to study abroad or enroll in post-advanced courses first. Six categories of linguistic goals are specified (reading comprehension, listening comprehension, grammar and word order, vocabulary, pronunciation, and fluency) with five competence levels established. The foreign service content component is less specifically articulated by levels. The proficiency examination is separate from the final course examination and is recorded separately in each student's official transcript. The proficiency examination consists of a reading comprehension component and a free oral examination, and each student is evaluated by two faculty. The proficiency-based approach has increased awareness of goals and appropriate instructional materials. Students have strongly supported the approach, and both student and faculty morale and goal-orientation have been enhanced by it. Although the testing method is cumbersome and of limited application, it has served as a good reflection of faculty, students, program structure, materials, and methodology. (MSE)

ED 240 834 FL 014 183
Hamp-Lyons, Elizabeth
The TLE Approach to Academic Reading.
 Pub Date—[82]
 Note—26p.
 Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Behavioral Objectives, Classification, College Preparation, Course Organization, *English (Second Language), Higher Education, *Independent Reading, Media Selection, *Reading

Instruction, *Reading Skills, *Second Language Instruction, *Student Evaluation, Teaching Methods

A strategy for teaching reading in college preparation courses of English as a second language that attempts to help students achieve reading independence, is presented. Skills of independent, flexible reading are outlined and a taxonomy of skill types (passive, active, and synthetic) and levels (mechanical, knowledge, transfer, response, and criticism) is proposed. The skills necessary for functioning at the two highest reading skill levels (response and criticism), called "performance" levels by comparison with the three lower "competence" levels, are categorized. Methods of evaluating the student during the process of developing these skills for independent reading are considered, and both discrete point and integrative approaches are rejected as inappropriate. An evaluation model is proposed that enlarges the role of evaluation in the teaching/learning process, with the teacher continuously evaluating student achievement of specific reading performance objectives and reevaluating the necessary teaching instructions and materials. The teacher takes notes on a specially designed teaching/learning/evaluation (TLE) form after, not during, each lesson. The student is also given responsibility to monitor his own achievement of the specific objectives, and teacher and student share these evaluations by discussing them during each lesson, eliminating the need for examinations. A sample performance objective and appropriate teaching and evaluation strategies are appended. (MSE)

ED 240 835

FL 014 187

Met, Myriam

Immersion and the Language Minority Student.

Revised Version.

Wisconsin Univ., Milwaukee. Midwest National Origin Desegregation Assistance Center.

Pub Date—Jan 84

Note—27p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, Educational Needs, *English (Second Language), *Immersion Programs, *Immigrants, Language of Instruction, *Limited English Speaking, Minority Group Children, Program Design, *Program Effectiveness, *Second Language Instruction

There are over 3 million children in the United States whose primary language is other than English. Although bilingual education has been effective in meeting their needs, its availability is limited, and the alternative is often limited or no English instruction at all. It is not yet clear how effective total immersion is for non-English speakers by comparison with immersion for English-dominant students. Differences between the groups will affect program effectiveness. Immersion programs, like bilingual programs, use teachers familiar with the students' native language and include instruction in it, and this aspect may make it as difficult to implement immersion programs as to implement bilingual programs. However, immersion as an instructional strategy can be incorporated into existing programs in which language minority students are exposed to content area instruction in English. Some effective components of programs for language minority students are complementary native language instruction, frequent positive interaction with English speakers, opportunities for comfortable native language conversation during the school day to alleviate stress and promote language pride, rewards for successful communication, limited pressure for linguistic accuracy, and consideration of group cultural and linguistic differences in program design. (MSE)

ED 240 836

FL 014 188

Yoshida, Norman J.

Process-Oriented Instruction in Composition.

Pub Date—83

Note—20p.; Based on a paper presented at the Oregon Teachers of English as a Second Language Conference (Portland, OR, 1982).

Journal Cit—ORTESOL Journal; v4 p18-36 1983

Pub Type—Guides - Classroom - Teacher (052) — Journal Articles (080) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *English (Second Language), English Instruction, Error Patterns, Prewriting, *Process Education, Remedial Instruction, Revision (Written Composition), *Second Language Instruction, Sentence Com-

posing, *Writing (Composition), *Writing Instruction, *Writing Processes, Writing Skills

Research into process-oriented writing instruction for native speakers of English can improve instruction in writing for students of English as a second language (ESL). Process-oriented instruction focuses on the processes of writing rather than on the finished product. A comparison of writing samples of native speakers from remedial courses and ESL students shows that despite differences in the types of grammatical and syntactical errors made, significant similarities exist. The ESL writer and remedial writer both approach writing in a linear fashion with preconceived ideas, and arrive at a conclusion too soon and without sufficient illustration or detail. Prewriting exercises in internal conversation are important for ESL students to develop rhetorical skills. In addition, instruction in two major native speaker composition skills, freewriting and problem-solving, are applicable to ESL writing instruction. Freewriting is a technique for exploring and synthesizing original ideas, helping to break down inhibitions about expressing ideas by deemphasizing correctness of surface structures. The problem-solving technique approaches a writing task as a problem to be solved, considering desired outcome, intended audience, and potential problems, much like notional-functional considerations identifying content and purpose. Each technique may have specific application to cultural groups. Additional classroom practices include using real communicative situations, sentence-combining exercises, teacher writing samples, and active revision. (MSE)

ED 240 837

FL 014 190

Xiu-Bai, Qin

Cross-Cultural Differences and the Teaching of English as a Foreign Language.

Pub Date—Aug 83

Note—8p.

Journal Cit—ORTESOL Journal; v4 p54-60 1983

Pub Type—Reports - Descriptive (141) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Chinese, *Cultural Differences, *Cultural Education, Curriculum Development, Dictionaries, *English (Second Language), *Language Usage, *Material Development, *Second Language Instruction, Semantics

A Chinese student of English is often faced with culturally based differences in denotation and connotation, idioms and proverbs, habits, and formulae use of language. Since the native speaker of any language has built into his language repertoire his unique cultural assumptions and values, a culture-oriented curriculum in language teaching is preferable. English lexicographers should develop a dictionary for nonnative speakers that would provide adequate cultural information for each word, such as related symbolism and customs. In addition, students' cultural exposure should be an integral part of the language curriculum, particularly in the third year. The teacher should act as a catalyst in this cultural awareness process, helping students maintain a distance from both the Chinese and English cultures. (MSE)

ED 240 838

FL 014 191

Madden, Edith H.

The Effect of Training on Pronunciation.

Pub Date—83

Note—13p.

Journal Cit—ORTESOL Journal; v4 p69-80 1983

Pub Type—Reports - Research (143) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Gains, Adult Learning, Arabic, Chinese, Comparative Analysis, *English (Second Language), Group Instruction, Immigrants, Individualized Instruction, Interference (Language), Japanese, Korean, Persian, Program Effectiveness, *Pronunciation Instruction, *Second Language Instruction

The effect of pronunciation instruction on the speech of 29 adult speakers of other languages (Japanese, Arabic, Persian, Chinese, and Korean) with previous training in English as a second language was studied. Pronunciation improvement was compared in three groups: one receiving group pronunciation training, one receiving individualized pronunciation instruction, and a third control group receiving no pronunciation training. All subjects' speech was taped before and after the eight-week pronunciation course and evaluated by five judges. Results showed no significant difference in pronun-

ciation improvement between the trained and untrained groups or between the group-trained and individually-trained students. However, the entire group showed some pronunciation improvement in the course of the study. This suggests that improvement in pronunciation occurs over time, but not necessarily as a result of formal training. (MSE)

ED 240 839

FL 014 199

Rivera, Charlene, Ed.

An Ethnographic/Sociolinguistic Approach to Language Proficiency Assessment. Multilingual Matters 8.

InterAmerica Research Associates, Rosslyn, Va. Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-905028-19-8

Pub Date—83

Contract—400-79-0042

Note—167p.; Papers presented at the Language Proficiency Assessment Symposium (Warrenton, VA, March 14-18, 1981).

Available from—Multilingual Matters, Bank House, 8A Hill Road, Clevedon, Avon BS21 7HH, England (7.60 pounds sterling, paperback; 18.90 pounds sterling, hardcover — ISBN-0-905028-20-1).

Pub Type—Collected Works - Proceedings (021) — Books (010)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Age Differences, Anthropological Linguistics, Bilingualism, Children, Communicative Competence (Languages), *Ethnography, *Language Proficiency, *Language Tests, *Measurement Techniques, Nonformal Education, Puerto Ricans, *Sociolinguistics, Spanish Speaking, Teacher Education

The symposium from which these papers are gathered was one component of the Assessment of Bilingual Persons Project to pursue research on the nature of language proficiency and to keep teachers informed of related assessment issues for classroom assessment improvement. The papers include: "A Sociolinguistic/Discourse Approach to the Description of the Communicative Competence of Linguistic Minority Children" (Adrian Bennett and Helen Slaughter); "Linguistic Repertoires, Communicative Competence and the Hispanic Child" (Flora Rodriguez-Brown and Lucia Elias-Olivares); "Intergenerational Variation in Language Use and Structure in a Bilingual Context" (Shana Poplack); "Studying Puerto Rican Children's Informal Education at Home" (Evelyn Jacob); "An Ethnographic Approach to Bilingual Language Proficiency Assessment" (Susan U. Phillips); "Teacher Training and Ethnographic/Sociolinguistic Issues in the Assessment of Bilingual Students' Language Proficiency" (Carmen Simich-Dudgeon and Charlene Rivera); and "An Anthropological Linguistic Perspective on Uses of Ethnography in Bilingual Language Proficiency Assessment" (Muriel Saville-Troike). Articles were also indexed by subject. The document includes several pages supplying background to the symposium, and an introduction which presents the rationale for selection of papers to be included in this volume. (MSE)

ED 240 840

FL 014 202

Laychuk, J. L.

The Use of Etymology and Phonetic Symbols (Zhuyin Fuhao) in Teaching First Year Chinese.

Pub Date—Nov 83

Note—9p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (San Francisco, CA, November 24-26, 1983).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Chinese, *Etymology, *Graphemes, *Phonetic Transcription, Pronunciation, *Second Language Instruction, Teaching Methods, Vocabulary Development

The complex and subtle nature of Chinese requires an early understanding of the characters that extends beyond radical and phonetic identifications. Etymological explanations of character forms give students insight into the literary language, aid in character memorization and retention, and stimulate interest. Chinese presents special problems in communicating to students the standard of Chinese phonetics, but has the advantage that significantly fewer phonetic possibilities and modifications have to be mastered by comparison with Indo-European languages. Several systems for transliteration into Latin script exist, and "pinyin" most faithfully rep-

resents Chinese phonetic values. However, the phonetic symbol system used in China and Taiwan, despite its relative unfamiliarity to most Chinese language instructors, is a better device than any transliteration system for communicating standard Chinese pronunciation. The "Zhuyin Zimu" (phonetic alphabet) and "Zhuyin Fuhao" (phonetic symbols) are useful because: (1) they directly represent Chinese sounds without an alien alphabet; (2) their novelty to students avoids linguistic interference and allows greater standardization among students; (3) they are relatively simple, consisting of 37 symbols taught by groups in terms of points of articulation and followed by instruction in tones; and (4) the written transcription is accurate. (MSE)

ED 240 841 FL 014 208

Parla, JoAnn

Theoretical and Practical Aspects of Teaching Spanish to Bilingual Students.

Pub Date—Mar 83

Note—15p.; Paper presented at the Annual Meeting of the Georgetown University Roundtable on Languages and Linguistics (Washington, DC, March 9-12, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Change, *Bilingual Education, College Students, Higher Education, *Native Language Instruction, Negative Attitudes, *Nonstandard Dialects, Puerto Ricans, *Spanish, *Standard Spoken Usage, Student Attitudes, Student Evaluation, *Writing Instruction

In an effort to bridge the gap between Spanish foreign language classes for the monolingual English speaker and the needs of the Hispanic bilingual student wishing to have Spanish instruction, a bilingual teacher trainer has designed Spanish courses specifically for the Hispanic bilingual. To give recognition to bilinguals' existing linguistic repertoire, "bilingual" approach is taken, placing value on both the students' existing language and the standard Spanish being taught. The aim is to build on students' substantial Spanish skills rather than trying to eradicate nonstandard usages. Written work is emphasized. Students are graded on progressively higher expectations, and are taught that effective communication rather than perfectionism in composition is valued. (MSE)

ED 240 842 FL 014 212

Heinrich, Maria Nieves Bumanlag Lilagan

A Manual for the Anchorage School District Bilingual Education Program Revised Scope and Sequence, K-3.

Pub Date—16 Dec 83

Note—184p.; Master's Thesis, Alaska Pacific University.

Pub Type—Guides - Classroom - Teacher (052) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Bibliographies, *Bilingual Education Programs, Class Activities, Competency Based Education, *Curriculum, Curriculum Guides, *Educational Strategies, Elementary Education, *English (Second Language), Instructional Materials, *Limited English Speaking, Minimum Competencies

Identifiers—Alaska (Anchorage)

The manual offers a systematic set of procedures and relevant information to facilitate effective use of the Anchorage school district (ASD) bilingual education program (BEP). The historical background of the program's development is presented, available manuals for teaching English to limited English proficiency (LEP) students and related literature are reviewed, and steps in developing this manual are outlined. Further research is recommended, particularly in the area of test development for the skills included in the program. Improved dissemination of materials to bilingual educators is also encouraged. The ASD BEP Scope and Sequence, K-3 (a list of minimum competency skills required of LEP students in order to mainstream them into the regular classroom) is appended, along with procedures for using the list, selected teaching strategies, activities, materials, and bibliographies. (MSE)

ED 240 843 FL 014 214

Schaad, Olivia Breckenfeld, Cristina

Outcome Evaluation of Selected Bilingual Classrooms.

Sunnyside School District, Tucson, Ariz.

Pub Date—Aug 83

Note—11p.; For related documents, see FL 014

215-216.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Bilingual Education Programs, Elementary Education, *English (Second Language), Grade 2, Grade 3, Grade 4, Language of Instruction, *Outcomes of Education, *Program Evaluation, *Spanish, Standardized Tests

Identifiers—Sunny Side School District AZ

The academic achievement of 144 second, third, and fourth graders in two Tucson elementary school bilingual education programs was measured by pre- and post-test scores on the California Achievement Test (CAT) and California Test of Basic Skills-Spanish (CTBS) in the fall and spring of the 1982-83 school year. The study was undertaken to examine whether or not the students gained in achievement during the school year, how students changing from Spanish to English reading and math instruction compared with those initially placed in English instruction, and how gains compared on the two tests. Significant differences were found between fall and spring scores on the CAT reading and math tests in each grade, and in the CTBS in second and third grades. Fourth-grade students receiving instruction in Spanish reading and math showed no gains on the CTBS. However, students changing from Spanish to English instruction in the third grade performed significantly better on the CAT math test. No significant differences were found for fourth grade students changing from Spanish to English. Further research with greater controls was recommended. (MSE)

ED 240 844 FL 014 215

Prather, Margaret Boyce

Sunnyside Title VII Bilingual Project. Longitudinal Study, Final Report.

Sunnyside School District, Tucson, Ariz.

Pub Date—Sep 82

Note—17p.; For related documents, see FL 014 214-216.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advisory Committees, Agency Cooperation, *Bilingual Education Programs, Community Organizations, *Curriculum, Elementary Education, *Enrollment, Federal Programs, Longitudinal Studies, *Parent Participation, *Professional Development, Program Descriptions, Program Evaluation

Identifiers—Sunny Side School District AZ

The final report of a five-year federally-funded bilingual education program in four schools of the Sunnyside School District in Tucson, Arizona, is presented. The following areas are addressed: (1) student enrollment patterns, (2) the instructional program for kindergarten through fifth grade and its development, (3) staff development efforts through a variety of organizations, (4) parent involvement and training workshops through an advisory council and other community organizations, (5) the design of the program's evaluation, and (6) statistical results. Absence of data on entry level skills and changes in record keeping inhibit valid comparisons between groups, and no long-term impact conclusion is reached. (MSE)

ED 240 845 FL 014 216

Allison, Isabel Ronquillo And Others

Sunnyside Unified School District No. 12 Bilingual Program Guide.

Sunnyside School District, Tucson, Ariz.

Pub Date—Sep 82

Note—79p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Admission Criteria, *Bilingual Education Programs, Board of Education Policy, Curriculum Design, Elementary Education, English, *Language of Instruction, Program Descriptions, *Program Implementation, Records (Forms), School Holding Power, Spanish, *Student Evaluation, Transfer Policy

Identifiers—Sunny Side School District AZ

This program manual is for a four-school elementary bilingual education program in Tucson that aims at developing proficiency in the basic skills of the native language and transferring these skills to the second language. The following information is included in narrative and outline form: (1) goals; (2) program description; (3) overview of student progression through the program; (4) notes on the school district's commitment to bilingual education;

(5) criteria for program admission; (6) registration forms and follow-up procedures; (7) student profile card; (8) language assessment measures for program admission; (9) notes on program implementation (progression, recommended timeline for English reading instruction, Spanish reading objectives, English as a second language (ESL) continuum description and objectives, retention levels); (10) transfer from Spanish language instruction to English reading instruction (rationale and research, transfer criteria, teacher referral form, final transfer form); and (11) student diagnostic and achievement evaluation methods. Appended materials include a list of program staff, a teacher classroom management checklist, parent information sheet, reading progress chart for Spanish reading and ESL, language assessment results form, parent release form, and questions and answers on individual learning programs. (MSE)

ED 240 846 FL 014 217

Kennedy, Dora F.

Foreign Languages—Middle School, Exploratory Foreign Language, Second Edition.

Prince George's County Public Schools, Upper Marlboro, Md.

Pub Date—82

Note—61p.; Presentation at the Annual Meeting of the American Council on the Teaching of Foreign Languages (San Francisco, CA, November 24-26, 1983).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Computer Assisted Instruction, Curriculum Guides, Educational Objectives, *Educational Policy, French, German, Grade 7, Grade 8, Greek, Instructional Materials, *Introductory Courses, Junior High Schools, Latin, Lesson Plans, Program Descriptions, *Program Design, *Second Language Instruction, *Second Language Programs, Spanish, Teaching Methods, Testing

Identifiers—*Foreign Language Exploratory Program, *Prince Georges County Public Schools MD

This curriculum guide outlines Prince George's County (MD) schools' seventh and eighth grade program of exploratory foreign language. Topics presented include: administrative and instructional policy statements; course overview; notes on concepts, skills, and content; timetables for fall and spring semester courses; rationale and goals; student performance and exploratory objectives; language and culture content; anticipated contribution to English and other academic skills; a diagram of the exploratory concept for the teacher's reference; basic lesson format; methodological strategies; instructional reminders and homework suggestions; suggested instructional materials; notes on student evaluation; linguistic/cultural pre- and post-tests; a pupil opinion survey and end-of-course survey; a general language textbook inventory; notes on computer applications; illustrations for introducing the concept of Latin roots; and objectives for the eighth grade sequential program. (MSE)

ED 240 847 FL 014 223

Sedlak, Philip

The Kenyan Language Setting.

Academy for Educational Development, Inc., Washington, D.C.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date—Jul 83

Contract—AID/DSPE-C-0051

Note—15p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*African Languages, Age Differences, Arabic, *Bantu Languages, Dialects, English (Second Language), Foreign Countries, Geographic Distribution, *Language Attitudes, Language Dominance, Language Patterns, *Language Role, Luo, Mass Media, *Multilingualism, Radio, Rural Areas, Second Language Instruction, Second Language Learning, *Swahili, Urban Areas

Identifiers—*Kenya

Despite considerable linguistic diversity in Kenya, the country is increasingly trilingual, with individual Kenyans tending toward varying degrees of proficiency in the vernacular, Swahili, and English. The vernacular is acquired at home and in the neighborhood with co-ethnics in both rural and urban contexts. Swahili is typically learned informally

from other nonnative speakers who speak a wide range of varieties of it, but there is a trend toward more formal instruction in school. English is learned within the school system, with English proposed in official policy as the medium of instruction from the fourth year of the system upward. English is used as the standard language of government and business communication. In Africa as a whole there is a tendency among African writers to write in their own languages at the cost of reducing their potential audiences. This tendency will increase vernacular prestige and increase competition with Swahili and English. With increasing literacy in Kenya and heightened pan-African awareness, it is not unlikely that this movement will take a stronger hold there, resulting in enhanced vernacular literacy. (MSE)

ED 240 848 FL 014 224
Parla, JoAnn Chambers, Jenifer
Teaching the "Se" Constructions in Spanish: A Communicative Approach.

Pub Date—[82]
Note—33p.; Revised version of paper presented at the Conference of the Indiana University of Pennsylvania and Niagara Linguistics Society.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classification, *Classroom Techniques, *Communicative Competence (Languages), *Form Classes (Languages), *Grammar, Material Development, Second Language Instruction, *Spanish, Teaching Methods

An approach to teaching the paradigmatic and reciprocal uses of the "se" construction in Spanish is presented. A system of eight basic categories of the paradigmatic reflexives is outlined, including "do-it-yourself," reciprocal, reflexive of change, consumer, reflexive of interest, optional, change of meaning, and reflexive-only classifications. Textbook treatments of the constructions are reviewed, and the common limitations found include partial explanations, misleading information such as the use of incomplete English translations, erroneous information, and drills that do not help the teacher recognize student problems. The proposed approach focuses on the order of presentation of the categories of uses and on the nature of the drills and practice items. The categories are grouped for presentation in this order: reflexive of change, preferably presented separately for animate and inanimate subjects; change of meaning; reflexive-only and optional; reflexive of interest and consumer; and "do-it-yourself" and reciprocal. Practice exercises requiring creative responses, including guided questions, guided dialogues, and transformation exercises are recommended and some samples are appended. (MSE)

ED 240 849 FL 014 225
Orum, Lori S.
The Question of Effectiveness: A Blueprint for Examining the Effects of the Federal Bilingual Education Program.

National Council of La Raza, Washington, D.C. Pub Date—Sep 82

Note—16p.; In Its: Perspectives Publicas/Backgrounders, Number 23 Sep 1982

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education Programs, Educational History, Educational Objectives, *Evaluation Criteria, Federal Legislation, *Federal Programs, Outcomes of Education, *Program Effectiveness, *Program Evaluation

Identifiers—*Elementary Secondary Education Act Title VII

Significant attention has been given to the effectiveness of the federal bilingual education program, Title VII of the Elementary and Secondary Education Act of 1975, although evaluations have often focused on philosophical issues rather than educational outcomes. Measures of program effectiveness have often been inappropriate for the goals, complexities, and limitations of the legislation. Some evaluations have been too narrow in focus, and others have been too broad for the program's resources and design. Studies of bilingual education program effectiveness must reflect the historical situation the program was designed to address, the limitations in structure of Title VII, and the variety of goals and measures of effectiveness for both students and institutions. These include: achievement in English and other academic skills; increased student persistence, attendance, and academic aspiration; enhanced parent involvement; improved program availability, efficiency, and support; and better test-

ing. (MSE)

ED 240 850 FL 014 226
Albert, Walter
Foreign Language Networking in Southwestern Pennsylvania.

Pub Date—Dec 83

Note—9p.; Paper presented at the Annual Meeting of the Modern Language Association (100th, New York, NY, December 27-30, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, Articulation (Education), Attitude Change, Elementary Secondary Education, French, German, Graduation Requirements, Higher Education, Inservice Teacher Education, *Interprofessional Relationship, *Language Teachers, Legislation, Linguistics, Literature Appreciation, *Networks, Private Schools, *Professional Associations, Public Schools, *Regional Cooperation, Second Language Instruction, Spanish, *Teacher Attitudes

Identifiers—*Pennsylvania (Pittsburgh)
The evolution and activities of the Allegheny Foreign Language Association (AFLA) are described in the context of the organization of foreign language education in the area and the attitudes of the professionals involved. Foreign language instruction in Allegheny County includes: Pittsburgh public school programs, including elementary magnet bilingual education programs in French, Spanish, and German; the University of Pittsburgh; two other universities; four private colleges; several private secondary schools noted for their foreign language programs; suburban secondary schools; and an extensive parochial school system. Despite efforts at communication in the foreign language community, little contact occurred, and wariness and resentment between elementary/secondary and higher education persisted. Although the University of Pittsburgh sponsored some significant professional activities, it also abolished the foreign language graduation requirement, causing more problems. AFLA began meeting in the summer of 1983, and some significant changes in attitude may have begun. The university has implemented both entrance and graduation requirements in foreign languages, and projects have been discussed such as establishing a resource center and inservice teacher education programs. It is suggested that much work is still necessary, but greater potential for interprofessional cooperation now exists. (MSE)

ED 240 851 FL 014 227
Lee, Vera
An Interdisciplinary Immersion Program in Foreign Languages.

Pub Date—Dec 83

Note—9p.; Paper presented at the Annual Meeting of the Modern Language Association (100th, New York, NY, December 27-30, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Gains, Business Administration Education, Church Related Colleges, *College Second Language Programs, Curriculum Development, Extracurricular Activities, Federal Aid, *Financial Support, Fine Arts, French, Higher Education, History Instruction, *Immersion Programs, Inservice Teacher Education, *Interdisciplinary Approach, *Language of Instruction, Language Proficiency, Latin Americans, Philosophy, Political Science, Program Descriptions, *Program Development, Sociology, Spanish, Teacher Qualifications, Theological Education

Identifiers—*Boston College MA

The development and coordination of interdisciplinary immersion programs in French and Spanish at Boston College are chronicled, and some issues of federal grant support are discussed. The programs, currently involving the history, theology, philosophy, fine arts, management, and sociology departments and soon including political science, consist of one course taught in each department in each language. Most are standard courses ordinarily taught in English. Students are also encouraged to take a coordinating course in the appropriate language. Extracurricular activities play a large role in both programs. Among the issues addressed during the program's course were the possible admission of Latin Americans to the Spanish program and more closely defining the function of the coordinating course. Additional projects planned include training

other college and high school personnel to run similar courses, and opening undergraduate immersion courses to secondary language teachers for graduate credit. Funding by the Department of Education and National Endowment for the Humanities has had advantages and disadvantages. Among the advantages are adequate funds for support activities such as consultants, travel, materials, publicity, and departmental coordination, and the prestige of association. Disadvantages include walking the line between proposal specifications and actual practice, and the possible negative impact of losing funding. (MSE)

ED 240 852 FL 014 228
Crawford, Mary And Others
Male and Female Language in a Picture-Description Task.

Pub Date—8 Apr 83

Note—10p.; Paper presented at the Meeting of the Eastern Psychological Association (Philadelphia, PA, April 8, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Color, Comparative Analysis, *Expressive Language, Intonation, Language Patterns, *Language Styles, *Pictorial Stimuli, Self Esteem, *Sex Differences, *Visual Perception

In a study of the differences in male and female descriptions of nine photographs, picture type was found to be an important variable. Twelve male and 8 female college students were asked to describe each of the photographs. Picture type was rated as high in interest to males, high in interest to females, or high in interest to both. Responses were scored for five categories of language use: word production (number of words, self-references, and color references); weakeners (self-deprecation, qualifiers such as "kind of" or "looks like"); fillers ("um," "er," "okay"); paralinguistic features (question inflection, laughter); and queries or comments to the experimenter (task-related or task-irrelevant). Picture type was found to affect length of description (shortest for female-interest pictures), color references (most for female-interest), and question intonation (most common for male-interest). The use of self-reference and self-deprecation were both associated with question intonation and laughter. Results suggest that while topic affects speech style, gender does not. (MSE)

ED 240 853 FL 014 229
Orum, Lori S.
The Educational Status of Hispanic American Children.

National Council of La Raza, Washington, D.C. Pub Date—Mar 82

Note—27p.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age, *Children, Educational Status Comparison, Elementary Secondary Education, English (Second Language), *Enrollment Rate, High School Graduates, *Hispanic Americans, *Illiteracy, Information Needs, Institutional Characteristics, *Language Proficiency, Limited English Speaking, National Surveys, Private Schools, Public Schools, *Student Educational Objectives

An overview of the educational and language status of Hispanic American children is presented using data from a variety of sources. The following topics are reported on: (1) enrollment in private and public schools and by age category; (2) delayed education (enrollment two years or more below expected grade level) by language characteristics and ethnic subgroup; (3) high school completion for Hispanics versus non-Hispanics; (4) high school dropouts in metropolitan and nonmetropolitan areas, compared with whites; (5) high school noncompletion, by language background; (6) functional illiteracy, in metropolitan and non-metropolitan areas and by ethnic subgroup; (7) occupational aspiration by comparison with whites and blacks; (8) parental, counselor, and student expectations for postsecondary education, by comparison with whites and blacks and by ethnic subgroup; (9) type of postsecondary education sought; and (10) language characteristics of the population, including numbers of language minority persons, limited English proficient children, and services available to limited English proficient children. Problems in data collection on language characteristics are outlined. (MSE)

ED 240 854 FL 014 230

English Teaching Profile: China.
British Council, London (England). English Language and Literature Div.

Pub Date—Dec 83

Note—26p.

Pub Type—Reports - Descriptive (141) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Administration, Educational Policy, Educational Research, Elementary Secondary Education, *English (Second Language), Foreign Countries, Higher Education, Information Sources, Instructional Materials, Language Dominance, Language Proficiency, *Language Role, *Second Language Instruction, Teacher Education

Identifiers—China

This report discusses the role and status in China of the English language, the main foreign language in the country. The following topics are outlined: (1) The prevalence of English as a foreign language; (2) English within the educational system at preprimary through postsecondary levels, in preservice and inservice teacher training, in nonformal, adult education, and in distance education; (3) professional associations and organizations; (4) numbers and characteristics of English teachers; (5) instructional materials support and needs in the form of textbooks, software, and bookshops and libraries; (6) educational administration as it relates to English instruction at the ministry, provincial, and university levels; (7) development and planning for English instruction; (8) the extent of British, American, and other foreign and international agency support for English teaching; (9) commercial opportunities; (10) creative writing; (11) current research; and (12) other sources of information. (MSE)

ED 240 855 FL 014 231

Elford, George Woodford, Protase

A Study of Bilingual Instructional Practices in Nonpublic Schools. Final Report.

Educational Testing Service, Princeton, N.J.
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 82

Contract—400-81-0040

Note—228p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Bilingual Education Programs, *Educational Policy, Elementary Secondary Education, Financial Support, Government Role, Language Attitudes, Literature Reviews, National Surveys, *Private Schools, Program Descriptions, *Second Language Instruction, *Teaching Methods

A study of bilingual education programs and policies in private and parochial schools in the United States was undertaken to determine whether these schools were using their potential for development of instructional techniques. Bilingual education programs were broadly defined to include transitional, maintenance, or other programs in English and/or native languages for children of minority language backgrounds not proficient in English. Also included were non-English language programs for children who may or may not be proficient in English. The process included (1) a review of the literature, convening of an advisory committee, and preparation of a descriptive brochure; (2) a search for programs, including nominations from organizations, idea sessions with nonpublic school educators, and followup monitoring; and (3) site visits to the programs. This process is outlined and findings are presented in the form of site visit profiles, general findings, and specific conclusions. Policy issues discussed include language values, conditions for developing new instructional practices, private schools as a governmental category, private values and public aid, negativism about bilingual education, and integration in private schools. It is concluded that although language training in these schools may reflect the state of the art, it is not influencing important breakthroughs in techniques or methods. The private schools studied appear to attract students as much for the values associated with private schools as for the benefits of the language programs. (MSE)

ED 240 856 FL 014 232

The Bilingual Education Improvement Act of 1983, H.R. 2682. Hearings before the Subcommittee

on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, First Session (June 7, 29, 1983 and August 3, 4, 1983).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—84

Note—198p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Bilingual Education Programs, *Educational Improvement, Elementary Secondary Education, *Eligibility, *Federal Aid, *Federal Legislation, Federal Programs, Federal State Relationship, Hearings, *Limited English Speaking, Program Evaluation, Resource Allocation, School Districts, State Departments of Education, Teaching Methods

Identifiers—Congress 98th, *Proposed Legislation

Presented are transcripts of hearings on legislation which is intended to improve the operations of the federal bilingual education program by (1) focusing on building the capacity of the local educational agencies to carry out bilingual education programs; (2) broadening the range of instructional approaches eligible for assistance; (3) targeting assistance on the children of limited English proficiency most in need of such programs; and (4) providing financial assistance to state educational agencies for reviewing, evaluating, and monitoring bilingual education programs. Included with the hearings' transcripts and legislative text are the testimony and prepared statements, letters, and supplementary materials of the Secretary of the Department of Education, school district and state bilingual education program directors, professional association officers, congressional representatives, college faculty, and other federal agency officials. (MSE)

ED 240 857 FL 014 233

Goldman, Susan R.

Acquisition of Literacy Skills in First and Second Languages: Knowledge Utilization in Understanding. Final Report.

California Univ., Santa Barbara. Graduate School of Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 83

Grant—NIE-G-81125

Note—82p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Bilingualism, Comprehension, Context Clues, Elementary Education, English, Interlanguage, *Language Processing, Language Proficiency, *Learning Processes, *Literacy, *Second Language Learning, Spanish, *Transfer of Training

A two-year study is reported of the transfer of two literacy skills, narrative comprehension and learning from text, from elementary school children's first language (Spanish) to their second (English). For each skill, the primary research question was the degree to which the students' first language (L1) performance was predictive of their second language (L2) performance. Subjects were from bilingual education programs in two southern California school districts, in kindergarten through sixth grade. Comparison groups of monolingual English-speaking students were used. Students answered comprehension questions about modified versions of Aesop's fables. General results indicate that for both skills, use of previously acquired knowledge is about the same for L1 and L2. This is limited only by the child's code breaking skills for L2, in listening comprehension for younger subjects, and in reading comprehension for older children. Once the basic parsing skills are acquired, the higher order comprehension processes are similar, whether material is presented in L1 or L2. Comparisons with monolingual English-speaking students indicate no negative effect of dealing with both Spanish and English in school. There was some indication that bilingual students with training in Spanish as a second language were slightly more proficient in English than their monolingual counterparts. In addition, English performance of the students of English as a second language equaled that of their monolingual counterparts by the fourth grade, and L1 performance of the two groups was equivalent at all levels. Pedagogical implications are discussed. (MSE)

ED 240 858 FL 014 234

Dubin, Fraida

How to Succeed in Your College Courses: A Guide for the ESL Student.

Association of American Publishers, New York, N.Y.

Pub Date—Oct 83

Note—17p.

Available from—Association of American Publishers, One Park Avenue, New York, NY 10016 (single copies free)

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Assignments, *College Students, Communication Skills, Critical Thinking, Dictionaries, Discussion, *English (Second Language), Higher Education, Library Skills, *Listening Skills, Notetaking, *Speech Skills, Student Evaluation, *Student Participation, *Study Skills, Testing, Test Wiseness

A guide to learning strategies for English as a second language (ESL) college students outlines a variety of classroom and study skills, information about American academic practices, and common cultural misconceptions. Sections are included on listening with comprehension, understanding lecture format and style, taking lecture notes, speaking for communication, participating in class discussions, giving a prepared talk and feeling at ease, use of different kinds of dictionaries, using the library resources and services, the role of critical thinking in college education, and taking various types of examinations. The guide includes brief descriptions of typical situations in which ESL students might find themselves. (MSE)

ED 240 859 FL 014 235

Wang, John, Comp. And Others

Business Chinese.

Stanford Univ., CA. Dept. of Asian Languages. Spons Agency—Department of Education, Washington, D.C. Div. of International Education.

Pub Date—Aug 83

Grant—G00-80-06622

Note—298p.

Language—Chinese

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Business Administration, *Chinese, Grammar, Group Discussion, Higher Education, Instructional Materials, *International Trade Vocabulary, *Languages for Special Purposes, *Second Language Instruction, Teaching Guides

The instructional guide to business Chinese consists of 12 two-part specially composed narrative essays on all aspects of Chinese foreign trade ranging from broad principles and policies to details of operation and procedure. Each lesson is followed by a summary of its main points, 10 questions to guide discussion or conversational practice, and a list of new terms and grammatical forms with pinyin romanization and English equivalents provided for the Chinese characters. A separate section is appended containing an alphabetically arranged composite glossary. The text is intended for students of Chinese affairs and foreign trade with at least two years of Chinese language training. Each lesson is planned for three contact hours. Materials were developed from a systematic analysis of content and word frequency in relevant Chinese language and foreign trade materials appearing since the Cultural Revolution. (MSE)

ED 240 860 FL 014 236

Project H.E.L.P. (Haitian/Hispanic Employability through Language Program).

Miami-Dade Community Coll., Fla.

Spons Agency—Department of Education, Washington, DC.

Pub Date—83

Contract—300-81-0142

Note—226p.; Appendices are not included.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Adult Education, Audiovisual Aids, Bilingual Instructional Materials, Communication Skills, Curriculum Development, Data Collection, *Employment Potential, *English (Second Language), *Haitians, *Immigrants, Institutional Cooperation, *Latin Americans, Needs Assessment, Outreach Programs, Program Administration, Program Design, *Second Language Instruction, Spanish Speaking, Teaching Methods

ods, Volunteers
Identifiers—*Miami Dade Community College FL
 Project H.E.L.P. (Haitian/Hispanic Employability through Language Program) was developed in response to the language and employment needs of adult Spanish-speaking and Haitian immigrants in Florida. It is an interinstitutional cooperative educational program focusing on four basic aspects of communication: understanding, speaking, reading, and writing. The primary purpose is to help students learn functional conversational English. The program is described in detail, including: (1) program philosophy; (2) administrative and programmatic organization, including sample data collection forms for a variety of administrative functions; (3) linkages and cooperative arrangements with community agencies, business, and industry; (4) outreach and need assessment; (5) curriculum objectives, models, and instructional materials; (6) teaching techniques and materials; (7) the volunteer component; (8) evaluation of student progress, staff, and the overall program; and (9) results of participant surveys. (MSE)

ED 240 861 FL 014 237

Reschke, Claus

Oral Proficiency Testing in Special Circumstances: A Viable Alternative.

Pub Type—Nov 83

Note—33p; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (San Francisco, CA, November 24-26, 1983).

Pub Type—Reports—Evaluative (142)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Achievement Gains, *Interviews, *Language Proficiency, *Language Tests, *Oral Language, Questioning Techniques, *Second Language Instruction, Test Format, Test Items, Test Validity

Identifiers—*American Institute of Musical Studies, *Foreign Service Institute Interview

An adaptation of the Foreign Service Institute's (FSI) oral interview test for oral language proficiency developed for use at the American Institute of Musical Studies' (AIMS) summer vocal instruction in Austria to determine students' improvement in German language is discussed. The reasons for its selection over other major comparable tests are outlined. The FSI weighting system and five categories of proficiency are retained in the AIMS version. However, the point system of the pronunciation category is reversed to avoid penalizing candidates for good pronunciation, and the rating scale is abbreviated because of the limited proficiency needs of the AIMS students. Each student is tested before and after the German language course by two testers other than his own teachers. Over 1,000 students have been tested thus far. The average improvement in functional conversational language during the course includes a seven point increase in levels I and II, a six point increase in levels III and IV, and a five point increase in level V. This adaptation is suggested to be a suitable alternative to the American Council on the Teaching of Foreign Languages and Educational Testing Service oral proficiency test in special circumstances such as these. (MSE)

ED 240 862 FL 014 238

Trueba, Henry T. And Others

Improving the Functional Writing of Bilingual

Secondary School Students. Final Report.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—12 Jan 84

Contract—400-81-0023

Note—220p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC09 Plus Postage.

Descriptors—*Bilingual Students, Communication Skills, *Cultural Context, English (Second Language), Ethnography, *Literacy Education, Relevance (Education), Secondary Education, Second Language Instruction, Spanish, Student Attitudes, Student Needs, *Writing Instruction, *Writing Skills

A study of language and literacy activities and attitudes in a southern California bilingual community and the resulting development of more culturally relevant writing instruction for junior and senior high school students of that community is reported. The initial task was an ethnographic survey of the community, focusing on its language activities and values. Four families were studied and compared, and the parents' perspectives examined.

Based on these findings, appropriate writing activities were developed for this group and formulated into instructional modules, for which seminars were held to familiarize teachers with the materials and techniques. Modules were designed with content and activities relevant to students' everyday concerns and communication needs. The writing modules were then used in 3 junior high schools with 293 students. Evaluations of over 1,000 pre- and post-course writing samples showed a significant achievement gain during the period of the study. It is suggested that the potential role of ethnography in instructional reform is great, providing a key to instructional, motivational, and sociocultural congruence in the classroom for both teachers and students. (MSE)

ED 240 863 FL 014 239

Mead, Robert G., Jr., Ed.

Foreign Languages: Key Links in the Chain of Learning.

Northeast Conference on the Teaching of Foreign Languages, Inc., Middlebury, Vt.

Report No.—ISBN-0-915432-83-8

Pub Date—83

Note—168p.

Available from—Northeast Conference, Box 623, Middlebury, VT 05753 (\$7.95 + \$2.00 postage)

Pub Type—Information Analyses (070)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Articulation (Education), *Change Strategies, Computer Assisted Instruction, Cross Cultural Studies, *Curriculum Development, Educational Change, Elementary Secondary Education, Faculty Development, Fles, Higher Education, Immersion Programs, *Instructional Improvement, *Interdisciplinary Approach, International Educational Exchange, International Studies, *Interprofessional Relationship, Nontraditional Students, Professional Associations, Professional Education, *Second Language Instruction, State Departments of Education, Statewide Planning, Writing Instruction

Identifiers—*Northeast Conference Teaching of Foreign Languages

The articles discuss the necessity of including foreign language as an integral part of the curriculum at all levels of instruction. The following chapters are included: "Elementary School Foreign Language: Key Link in the Chain of Learning" (rationale, innovations, immersion programs, and interdisciplinary approaches); "Foreign Language in the Secondary School: Reconciling the Dream with the Reality" (state and local leadership, Illinois and New York statewide plans, exchange programs, international studies, and computer assisted instruction); "Nurturing the Ties that Bind: Links between Foreign Language Departments and the Rest of the Post-Secondary Educational Enterprise" (international studies, faculty development, case studies, writing in the foreign language curriculum, commercial language courses, foreign languages and professional education, new constituencies, and academic articulation); "Foreign Language and the 'Other Student' (low achievers, socially disadvantaged, mentally handicapped, and learning disabled); and "Toward a Multidimensional Foreign Language Curriculum" (concept, development, integration, and implementation). A section is also included on the evolution of the Northeast Conference since its inception in 1954. Lists of conference officers and an index of reports since 1954 are appended. (MSE)

ED 240 864 FL 014 240

Harmer, Jeremy

The Practice of English Language Teaching.

Report No.—ISBN-0-582-74612-4

Pub Date—83

Note—252p.

Available from—Longman, 1560 Broadway, New York, NY 10036 (\$9.95).

Pub Type—Guides—Classroom—Teacher (052)—Books (010)

Document Not Available from EDRS.

Descriptors—*Classroom Techniques, Educational Objectives, *English (Second Language), Expressive Language, Language Skills, *Learning Motivation, Lesson Plans, *Linguistic Theory, Media Selection, Second Language Instruction, Second Language Learning, *Teaching Methods

Theoretical insights into teaching English as a second language developed in recent years are brought together in a broad methodological approach called the balanced activities approach. The book aims at

providing a theoretical background to the approach as well as detailing practical instructional techniques. The first of the three parts of the book, on theory, outlines the concerns of applied linguistics that have influenced English teaching, including (1) language learning motivation and success factors; (2) the knowledge and skills of a native speaker; (3) the content and varieties of language instruction; and (4) the connections between language learning and language teaching. The second part, on practice, focuses on specific techniques and materials for use within the general methodological approach outlined in the first part: (1) teaching and integrating productive language skills; (2) the what, how, and when of introducing new language in the classroom; (3) oral and written practice; (4) oral and written communicative activities and their evaluation; and (5) principles of teaching receptive skills. The third part, management and planning, presents an approach to classroom procedure that brings together the concerns of the first two parts and considers class management (teacher role, student groupings, and discipline) and planning (class, syllabus, and instructional materials). A section on evaluating instructional materials is appended. (MSE)

ED 240 865 FL 014 241

Richards, Jack C., Ed. Schmidt, Richard W., Ed.

Language and Communication.

Report No.—ISBN-0-582-55034-3

Pub Date—83

Note—276p.

Available from—Longman, 1560 Broadway, New York, NY 10036 (\$11.25).

Pub Type—Collected Works—General (020)—Books (010)

Document Not Available from EDRS.

Descriptors—Applied Linguistics, *Communication (Thought Transfer), *Communicative Competence (Languages), Discourse Analysis, Educational Strategies, Ethnic Groups, Inter-group Relations, Language Fluency, Linguistic Theory, Pragmatics, *Second Language Instruction, *Second Language Learning, Sociocultural Patterns, *Speech Communication, Student Evaluation, Teaching Styles

A collection of essays addresses the connection between the study of communication and its sociocultural contexts and the approach to second language teaching based on the concept of communicative competence. Essays include: "From Communicative Competence to Communicative Language Pedagogy" (Michael Canale); "The Domain of Pragmatics" (Bruce Fraser); "Rules of Speaking" (Nessa Wolfson); "The Structure of Teachers' Directives" (Janet Holmes); "Conversational Analysis" (Jack C. Richards and Richard W. Schmidt); "Face in Interethnic Communication" (Ron Scollon and Suzanne B. K. Scollon); "Two Puzzles for Linguistic Theory: Nativelike Selection and Nativelike Fluency" (Andrew Pawley and Frances Hodggets Syder); and "Monitoring and the Second Language Learner" (Donald M. Morrison and Graham Low). An extensive bibliography and index are included. (MSE)

ED 240 866 FL 014 242

Livingstone, Carol

Role Play in Language Learning.

Report No.—ISBN-0-582-74611-6

Pub Date—83

Note—94p.

Available from—Longman, 1560 Broadway, New York, NY 10036 (\$7.75).

Pub Type—Guides—Classroom—Teacher (052)—Books (010)

Document Not Available from EDRS.

Descriptors—Check Lists, Class Activities, *Classroom Techniques, *Dialogs (Language), Difficulty Level, Group Activities, Interviews, *Role Playing, *Second Language Instruction, *Second Language Learning, Student Attitudes, Student Interests, Student Needs, Teacher Attitudes, Teacher Role

A guide to the use of role playing in the foreign language classroom outlines in general terms what role play is, provides examples, analyzes its uses, and gives practical assistance in planning activities. The following topics are examined: aspects of role behavior (formality, register, function, attitude, para-linguistic and extra-linguistic features, acceptability and appropriateness, and the immediacy of oral interaction), roles in the classroom, and activities often confused with role play. Two sample role plays, one for beginning students and one for advanced, are described and analyzed in terms of

teacher and class preparation and follow-up. Advantages of role play (including maximizing student activity, relevance, interest, discipline, and mixing of ability groups), disadvantages (including organization and time constraints), and further points for consideration (teacher role, teacher and student attitudes, and mistakes) are outlined and discussed. A role play checklist for activity selection, preparation, action, and followup is included, and guidelines are given for long-term preparation, including formal oral practice, dialogue work, conversational techniques, group work, miming and drama, and listening comprehension. Suggestions for developing role plays focus on interviews, role plays on one theme, and using existing materials. Simple role plays for beginner, intermediate, and advanced levels are appended. (MSE)

ED 240 867 FL 014 243
Sirles, Craig
Reassessing Diglossia for Language Planning.
Pub Date—28 Dec 83

Note—15p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (Minneapolis, MN, December 27-29, 1983).

Pub Type—Reports - Evaluative (142) — Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Code Switching (Language), Diachronic Linguistics, *Diglossia, *Language Planning, *Language Usage, *Language Variation, *Linguistic Theory, Sociolinguistics

The theory of diglossia developed by Charles Ferguson in 1959, and a later, expanded version by Joshua Fishman are outlined and contrasted, and some of the major objections to them are discussed. Diglossia delineates communities using two or more linguistic varieties for differing functions within a single speech community. Ferguson's theory excluded bilingual communities, and Fishman's theory included them in certain specific conditions of language use. Fishman's contribution to the understanding of code-switching is noted, and the two theories' implications and usefulness for language planning are examined, with attention given to the potential of each for predicting attitudes toward language change. Recent language use and change patterns in the four communities illustrating Ferguson's 1959 theory (Greece, Haiti, Swiss German cantons of Switzerland, and the Arab-speaking world) are discussed in the context of the original theory and language planning. (MSE)

ED 240 868 FL 014 244
Harper, Jane
A Flexible Foreign Language Curriculum for Developmental Growth and Program Excellence: A Report from an Exemplary Program.
Pub Date—3 Mar 84

Note—14p.; Paper presented at the Annual Meeting of the Southwest Conference on the Teaching of Foreign Languages (Colorado Springs, CO, March 3, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Second Language Programs, *Curriculum Development, Educational Quality, *Elective Courses, *Enrollment Influences, Enrollment Trends, French, German, Higher Education, *Language Enrollment, Prerequisites, Program Descriptions, *Program Design, Program Effectiveness, Spanish, Student Interests, Tutoring, Two Year Colleges

Identifiers—*Tarrant County Junior College TX

The Northeast Campus of Tarrant County Junior College (TX) experienced a foreign language enrollment increase of 196% between 1973 and 1983, compared to a college-wide enrollment increase of only 91%. The program's success is due largely to the number and variety of curricular offerings. In addition to a 6-course sequence of 3- and 4-hour courses in French, Spanish, and German, a variety of 1-hour courses at 5 levels of difficulty have been introduced to meet students' curricular needs and preferences. These include such courses as "Paris for Travelers," "History of Nazi Germany," "Spain after Franco," "French Cooking," "Personal Correspondence in French," "German for Travelers," "Barrio Spanish," literature courses, grammar, listening and reading comprehension, composition, and linguistics. Some have traditional scheduled meetings, and others are supervised by a tutor in the language laboratory. Prerequisites vary from none to a bachelors degree. Students may select any num-

ber and combination of the courses as elective hours to supplement language study, gaining more control over their programs, correcting weaknesses, and adding emphasis in areas of special interest. (MSE)

ED 240 869 FL 014 245
Wakefield, Sandra And Others
Success Guaranteed: Precision Teaching in the Foreign Language Classroom.
Pub Date—Mar 84

Note—25p.; Paper presented at the Annual Meeting of the Southwest Conference on the Teaching of Foreign Languages (Colorado Springs, CO, March 1-3, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Efficiency, English (Second Language), Evaluation Criteria, Experience Charts, *Individualized Instruction, *Measurement Techniques, Pattern Drills (Language), *Precision Teaching, Secondary Education, *Second Language Instruction, Skill Development, Teaching Methods, *Time Factors (Learning)

Precision teaching is a useful tool for individualizing instruction on a wide variety of foreign language skills. In 5 to 10 minutes per day, students can systematically practice specific skills in need of improvement. The technique has four major components: (1) a precise means of measuring performance continuously, (2) detailed records on behavior charts, (3) a formula for interpreting the charted data, and (4) guidelines for making instructional decisions based on those interpretations. Precision teaching charts record daily student performance gains, and provide visual motivation for students, information for instructional decisions, and understandable communication with students, teachers, and parents. The use of precision teaching builds fluency in the target language and has been shown through research to have positive effects on student achievement. Precision teaching is adaptable to many skills and levels specifically found in the foreign language classroom. The cost in time and expense of the technique is small compared to the potential benefits for students and teachers. (MSE)

ED 240 870 FL 014 246
Nickisch, Craig W.
German Noun Formation: Considerations for the Language Teacher.
Pub Date—Nov 83

Note—12p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (San Francisco, CA, November 24-26, 1983).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Form Classes (Languages), *German, *Language Patterns, Morphology (Languages), *Nouns, *Phrase Structure, *Second Language Instruction, *Semantics

A simplified pattern of noun formation is outlined that can assist the German teacher in helping students understand constituent relationships in long or obscure German nouns, providing an overview of significant patterns that covers a relatively complete noun system. First, significant patterns in nouns outside the process of formation, and changes over time, are briefly noted. Various processes of noun formation are then distinguished, including conversion, combination (prefixes and suffixes), compounding (determinative, coordinative, and idiomatic), variation in linking elements, agglutination, shortened forms (clipped, acronyms, and abbreviations), and special formations, often because of specific linguistic phenomena. (MSE)

ED 240 871 FL 014 247
Gustein, Shelley P.
Using Language Functions to Measure Fluency.
Pub Date—Mar 83

Note—41p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (Toronto, Ontario, March 1983).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Classroom Communication, Dialogs (Language), *Diaries, *English (Second Language), Intensive Language Courses, Japanese, *Language Fluency, *Language Tests, Measurement Techniques, Research Needs, *Second Language Instruction, Student

Teacher Relationship
Identifiers—*Dialogue Journals, *Language Functions

The lack of authentic, real-world interaction practice in the English as a second language (ESL) classroom is described and discussed, and the ways in which dialogue journals answer this classroom need are detailed. A dialogue journal is an interactive, self-generated, cumulative and functional writing and reading exchange between teacher and student. The results are reported of a pilot study of the functional nature of the language in dialogue journals of adult Japanese as ESL students. The study used a system of language function analysis developed by Roger Shuy (1982). A definition of written fluency is offered and the relationship of language functions to written fluency is discussed. Methodological considerations and research suggestions are proposed. (Author/MSE)

ED 240 872 FL 014 248
Garcia-Saez, Santiago
The Use of Song in Class as an Important Stimulus in the Learning of a Language.
Pub Date—Mar 84

Note—9p.; Paper presented at the Annual Meeting of the Southwest Conference on the Teaching of Foreign Languages (Colorado Springs, CO, March 1-3, 1984).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Cultural Education, Culture Contact, Learning Motivation, *Pattern Drills (Language), Phonetics, Recreational Activities, *Second Language Instruction, *Singing, Spanish, Speech Communication, *Student Interests, Student Participation, Syntax

Music awakens interest during language learning, and use of song can stimulate students to greater oral participation. Songs are universally enjoyed, break the day's monotony, and make repetition enjoyable. They also allow linguistic exercise in a non-competitive situation and offer a more authentic linguistic experience than most classroom activities. Although beginning students respond to songs with enthusiasm, intermediate students benefit most because they know basic grammar but are often timid about oral participation. To create strong interest among students, complete analysis of the lyrics must be done and students must be given some background about the song and/or songwriter, with a list of vocabulary words. The use of song is an excellent way to practice Spanish phonetics, and songs can be found using the most troublesome sounds. Repetitive songs using all vowels are good for beginners, while those with more refined syntactic and grammatical structure develop linguistic and cultural sensitivity among more advanced students. A gradual rather than intensive exposure is most effective, introducing a new song about every two weeks. On the first day, students try to decipher the song's meaning. On the second day the lyrics and questions dealing with vocabulary, grammar, and meaning are distributed and discussed before hearing the song once more. Students sing together on the third day, and memorize it by the fourth. The greatest advantage of using song is that it creates a positive feeling for language learning. (MSE)

ED 240 873 FL 014 249
Potter, Jocelyn
Reading for Pleasure with an Intermediate Level of English.
Pub Date—Dec 83

Note—14p.
Journal Cit—MEXTESOL Journal; v7 n4 p9-21 Dec 1983

Pub Type—Guides - Classroom - Teacher (052) — Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Context Clues, Cultural Awareness, Difficulty Level, *English (Second Language), *Fiction, *Independent Reading, Literature Appreciation, Media Selection, Reading Comprehension, Reading Improvement, *Reading Instruction, Reading Rate, *Reading Skills, *Recreational Reading, Secondary Education, Second Language Learning, Student Motivation, Vocabulary Development

Intermediate level students of English as a second language reach a critical stage in their language learning after which motivation wanes if no specific attainable goals are offered as encouragement to progress. The ability to enjoy recreational reading

can provide those goals, but students must make the transition from dependence on the teacher for reading support to independent reading. The rewards of independent recreational reading include entertainment, greater linguistic competence, increasing confidence in approaching written discourse, and heightened cultural awareness. What is needed is a course in independent reading of fiction. Course units should cover: developing awareness of approaches to the text, creating expectations about a work of fiction, predicting the organization of the text, dealing with unfamiliar lexical items, increasing reading speed, recognizing cohesive links, understanding language in context, understanding a story and responding to it, and selecting the appropriate book to read. (MSE)

ED 240 874 FL 014 250

Huffman, Dennis
Testing for Global Proficiency.

Pub Date—Dec 83

Note—21p.

Journal Cit—MEXTESOL Journal; v7 n4 p22-41 Dec 1983

Pub Type—Reports - Research (143) - Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cloze Procedure, Cognitive Processes, College Students, *Dictation, *English (Second Language), *Evaluation Methods, Foreign Countries, Higher Education, Introductory Courses, *Language Proficiency, *Language Tests, Oral Language, Scoring, *Second Language Instruction, Spanish, Student Evaluation, Testing Problems

Identifiers—Mexico

A study of the effectiveness of a language proficiency testing method using partial dictation is reported. The study used 60 undergraduate students at a Mexican university studying English as a second language under a traditional four-skills approach. The partial dictation exam was a combination of dictation and cloze procedure. The entire text is presented in an auditory version, and the printed version presented to students is only partial, with portions to be filled in by students. The decoding and encoding process tested was felt to both give students a feeling of achievement and test their global language proficiency. Grades on the partial dictation exam, final grades, and averages for diagnostic exams were compared statistically, and the method was found to be reliable enough to allow discontinuation of the more unwieldy and costly oral examination. Appendices include examiner instructions, two printed portions of the examination, and items from the diagnostic exams used. (MSE)

ED 240 875 FL 014 251

Colona, Jennie M.

What Does "Wicked Good" Really Mean? Students Talk about Their ESL Problems.

Pub Date—Dec 83

Note—15p.

Journal Cit—MEXTESOL Journal; v7 n4 p42-55 Dec 1983

Pub Type—Reports - Descriptive (141) - Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acculturation, Audiotape Recordings, *College Students, *English (Second Language), Higher Education, Idioms, Interviews, *Language Attitudes, *Listening Comprehension, Regional Characteristics, School Orientation, *Second Language Learning, Semantics, Student Motivation, *Student Problems, Student Recruitment, Surveys, Television

A survey of 25 international students studying in Massachusetts colleges gathered information on 4 specific aspects of their American college experience (recruitment, orientation, adaptation, and acculturation) as well as about their experiences with English. In interviews, nine students said they had had no problems with the English language; four of these, native speakers of English or having had considerable English experience, later showed they did have some difficulty with American accents. Among the most common problems found were in aural comprehension, slang and colloquialisms, speed of others' speech, producing speech, understanding jokes, and speaking with people students felt were hostile. Students felt that in order to learn English better they needed to stay away from their fellow countrymen and converse with native English speakers. Other aids student found to be helpful were television, conversation, dictionaries, and writing. Students felt that the greater their own de-

sire to learn was, the greater their success would be. (MSE)

ED 240 876 FL 014 252

Kaplan, Marsha A.

Developmental Patterns of Past-Tense Acquisition among Foreign Language Learners of French.

Pub Date—Dec 83

Note—12p.; Paper presented at the Annual Meeting of the Modern Language Association (100th, New York, NY, December 27-30, 1983).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Learning, Classroom Techniques, Curriculum Design, *Error Patterns, *French, *Second Language Learning, Skill Development, *Tenses (Grammar), *Verbs

The patterns of acquisition of the *passé composé* and imperfect tenses in French among 16 adult beginning and intermediate students were studied. Based on 15-minute speech samples in which both verb tenses were elicited by seeded questions and cues for descriptive and narrative monologues, the intermediate learners had greater success with the *passé composé* than with the imperfect. While they were better able to produce accurate forms of the imperfect, they had greater success with the distribution of *passé composé*. In addition, the salient feature of all past tense errors was the almost systematic use of the present tense in an imperfect environment, evidence that learners may be more aware of the functional attributes of the *passé composé* than of the imperfect. This suggests that morphological and semantic complexity alone cannot account for this error pattern. Despite classroom drill and analysis, learners may be disposed to avoiding certain tenses. This implies, for curriculum development, the need for the production of tasks eliciting the imperfect, both in isolation and in narrative contexts, resulting in overall increased proficiency with the past tenses. (MSE)

ED 240 877 FL 014 253

Munro, Stanley R.

Teaching Mandarin to Speakers of Other Dialects.

Pub Date—25 Nov 83

Note—25p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (San Francisco, CA, November 24-26, 1983).

Pub Type—Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, *Attitude Change, *Chinese, Classroom Techniques, College Second Language Programs, Cultural Differences, *Dialects, Educational Demand, Higher Education, Interviews, *Language Attitudes, *Mandarin Chinese, Negative Attitudes, Phone Name Grapheme Correspondence, Screening Tests, *Second Language Instruction, Self Esteem, Student Motivation, Teaching Methods

Identifiers—University of Alberta (Canada)

Despite a common attitude that it is very difficult, and possibly unwise, to try to teach Mandarin Chinese to speakers of other dialects, there is a social and academic need for this kind of course, and it is possible to teach it successfully to most students. In the University of Alberta's program the likely candidates are the large group of foreign students from Hong Kong and Malaysia. The difficulties faced by the instructor in this program included: initial screening to get a homogeneous and motivated group; resources adequate for the course; bringing students to the same level; attitudes of cultural inferiority among some students; limited instructor language ability; and resistance to using pin-yin. Student problems included: unique linguistic problems because of complex dialects; lack of initial motivation; assumptions that the course would be easy; common linguistic problems such as tone distinction; and maintaining interest after the course. Such a course requires thorough teaching of the sound mechanism, phonological system, and syntactic differences. In addition, it requires that the instructor add interest, patience, and confidence for good results. (MSE)

ED 240 878 FL 014 254

Heckler, Edward E.

The Acquisition of the Auxiliary by ESL Learners.

Pub Date—Mar 83

Note—22p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (17th, Toronto, Ontario, March 15-20,

1983).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Learning, Arabic, *English (Second Language), *Error Patterns, Form Classes (Languages), Higher Education, Japanese, *Second Language Learning, Spanish, *Tenses (Grammar), *Time Factors (Learning)

A study of the acquisition of the auxiliary (*tense*, modal, perfect, and progressive) by 36 adult learners of English as a second language at three levels whose first languages were Arabic, Japanese, and Spanish is reported. The students were given three tests, on oral production, written production, and written reception. Nineteen verb structures were tested. Results showed that the more advanced the student's English level, the better his or her performance in the study. Productive tasks were not performed as well as receptive tasks. Little difference in performance was found between real and non-sense verbs. The overall correct response rate for tense was 71%, slightly higher for past than present tenses. The rate was 57% for verbs following modal, 59% for perfect, and 56% for progressive. The Spanish speakers gave the fewest correct responses, the Arabic speakers the next most, and Japanese speakers the most, corresponding to the students' earlier performance on English placement tests. Further research is recommended with child subjects, more natural language samples, and a larger number of structures tested. (MSE)

ED 240 879 FL 014 255

Lems, Kristin

Listening in Real-Life Situations: A Set of Situation-Oriented Listening Comprehension Materials for the ESL Classroom.

Pub Date—83

Note—146p.; Master's Thesis, University of Illinois at Urbana-Champaign.

Pub Type—Guides - Classroom - Teacher (052) - Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, *Communication Skills, Cultural Context, *English (Second Language), Instructional Materials, *Language Usage, *Listening Comprehension, Material Development, *Second Language Instruction, Videotape Recordings

The background, research, development, and recommended use of a set of instructional materials for teaching listening comprehension to adult learners of English as a second language are outlined in detail. The materials were developed in response to a need for real-life language samples for use in teaching listening comprehension of English. A series of videotaped episodes with native speakers engaged in nonacademic language use situations formed the basis for accompanying written materials. The review of research, pedagogy, and materials discusses previous work concerning listening and reading, the listening act, pedagogical implications, and existing materials. The outline of procedures and methods chronicles the making, classroom implementation, and evaluation of the materials' success. A separate section on the materials' evaluation includes summaries of teachers' responses to general and yes/no evaluations, a sample episode evaluation, and the researcher's own evaluation. Implications for future research are examined. Appendices include the texts of the written materials, a chart summarizing existing materials, a situation checklist, a list of alternate expressions and sample student homework, and the evaluation forms used. (MSE)

ED 240 880 FL 014 257

Jaissier, Annie C.

The Morpheme "Kom": A First Analysis and Look at Embedding in Hmong.

Pub Date—[82]

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Linguistic Theory, *Morphology (Languages), Native Speakers, *Semantics, *Sentence Structure, *Sino Tibetan Languages, Structural Analysis (Linguistics), *Syntax, *Verbs

Identifiers—*Hmong (Language)

A syntactic and semantic analysis of the morpheme "kom" in the Hmong language and its place in sentence embedding is presented. Sample sentences of other researchers were compared with information found in folk tales and the resultant hypotheses were tested on native informants. The morpheme has been previously described as mean-

ing the conjunction "in order that," the verb "cause," and the verbs "make" and "want" followed by a subordinate clause. Here it is shown to also function as a higher verb meaning "tell," or "order someone to do something," as a complementizer introducing an embedded sentence, and as an idiomatic phrase when followed by the "can/able to" particle "tau." Each of these functions is analyzed using the Standard Theory as framework. (MSE)

ED 240 881

FL 014 258

Reid, Euan, Ed.

Minority Community Languages in School. NCLE (National Congress on Languages in Education) Papers and Reports 4.

Centre for Information on Language Teaching and Research, London (England).
Report No.—ISBN-0-903466-70-8

Pub Date—84

Note—172p.

Available from—Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y 5AP, England.

Pub Type—Reports - Evaluative (142) - Collected Works - General (020) - Books (010)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Annotated Bibliographies, Bilingualism, Case Studies, Educational Assessment, English (Second Language), *Ethnic Groups, Foreign Countries, Information Needs, Inservice Teacher Education, *Instructional Materials, Language Tests, Material Development, *Minority Groups, *Native Language Instruction, Needs Assessment, Policy Formation, *Public Policy, Second Language Learning, Standardized Tests
Identifiers—*United Kingdom

This report of a British government task force investigates the educational and policy needs for public school native language instruction for ethnic minority groups in the United Kingdom. An introductory section examines the educational policy context, rationale for minority language instruction, needs assessment and recommendations for action, and local education agency information needs. Papers written by task force members include: "Educational Justification for the Inclusion of Minority Group Language Provision in State Schools"; "Towards a Rationale"; "Materials for Mother-Tongue Teaching in the Context of Second Language Learning—Criteria for Design and Evaluation"; "Towards a Programme of In-Service Teacher Training for Community Language Teachers"; and "Public Examinations in Ethnic Minority Languages—Availability and Currency". A case study of the teaching of Gujarati in one high school and a report on bilingualism are also included. An annotated bibliography, a list of recent and current research projects in England, and a summary document of the task force are appended. (MSE)

ED 240 882

FL 014 259

Rivera, Charlene, Ed.

Language Proficiency and Academic Achievement. Multilingual Matters 10.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-905028-23-6

Pub Date—84

Contract—400-79-002

Note—100p.; Selected papers of the Language Proficiency Assessment Symposium (Warrenton, VA, March 14-18, 1981).

Available from—Multilingual Matters Ltd, Bank House, 8A Hill Road, Cleveland, Avon BS21 7HH, England (4.90 pounds sterling).

Pub Type—Collected Works - Proceedings (021) - Books (010) - Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, *Bilingualism, Conference Proceedings, *Language Proficiency, *Language Tests, Linguistic Theory, Social Influences, Sociolinguistics

Identifiers—Assessment Language Proficiency Bilingual Persons

Selected papers from a symposium that was a component of the National Institute of Education's Assessment of Language Proficiency of Bilingual Persons Project are presented. The project's objectives were to pursue basic research on the nature of language proficiency and its measurement and to provide teachers with current knowledge of language proficiency assessment issues for improving classroom practice. The papers include: "Wanted: A Theoretical Framework for Relating Language Proficiency to Academic Achievement among Bilingual Students" (Jim Cummins); "On Cummins'

Theoretical Framework" (Fred Genessee); "On Some Theoretical Frameworks for Language Proficiency" (Michael Canale); "A Note on the Dangers of Terminological Innovation" (Bernard Spolsky); "SCALP: Social and Cultural Aspects of Language Proficiency" (Rudolph C. Troike); "A Sociolinguistic Perspective on Cummins' Current Framework for Relating Language Proficiency to Academic Achievement" (Benji Wald); and "Language Proficiency and Academic Achievement Revisited: A Response" (Jim Cummins). (MSE)

ED 240 883

FL 014 260

Copeland, D. Robert And Others

English Language Training for Puerto Rican Navy Recruits: Evaluation of Pilot Program. Technical Report 155.

Naval Training Analysis and Evaluation Group, Orlando, Fla.

Pub Date—Dec 83

Note—287p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Cost Effectiveness, Educational Economics, *English (Second Language), English for Special Purposes, Enlisted Personnel, Followup Studies, *Military Personnel, Military Training, *Program Effectiveness, Program Evaluation, *Puerto Ricans, Recruitment, Remedial Instruction, *Second Language Instruction

Identifiers—*English Technical Language School PR

An evaluation of the effectiveness of the English language training for Navy recruits at the English Technical Language School (ETLS) in Puerto Rico is reported. The study covers the period of December 7, 1981, to September 30, 1983. It tracked Puerto Rican Army National Guard (PRANG) personnel from completion of English language training through initial military training and fleet assignment. The report's contents include background information; descriptions of the ETLS and Navy recruit training programs; training evaluation data, including language proficiency examinations, recruit data, length of training, developmental training, and the company commander/instructor commentary; analysis of existing and alternative program costs; and conclusions and recommendations. The ETLS program's effectiveness was found to exceed the short-term Hispanic recruiting goals, and a long-term and positive impact was found even in the negative political climate of the location. Recommendations include program admission limitations, upgrading of facilities, criteria for personnel assignment, continued monitoring of English language trained personnel, and periodic economic analysis. Appendices include a memorandum of understanding between PRANG and the Navy, personnel and recruit data, standard operating procedures used at ETLS, the program of instruction, mission and curriculum outline, tracking system information, and summaries of commander interviews. (MSE)

ED 240 884

FL 014 261

Kreeft, Joy

Why Not Really Communicate? In Dialogue Journals.

Pub Date—83

Note—14p.

Journal Cit—WATESOL Working Papers; n1 p1-13 Fall-Win 1983-84

Pub Type—Guides - Classroom - Teacher (052) - Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Education, Culture Conflict, Dialogs (Language), *Diaries, Immigrants, *Interpersonal Communication, *Second Language Instruction, *Student Interests, Student Needs, *Student Teacher Relationship

Identifiers—*Dialogue Journals

Dialogue journals are notebooks in which students write to their teacher, in English, about whatever they choose, to which the teacher responds without correcting any errors. The objective is a written conversation. One Los Angeles sixth grade teacher used the technique with a linguistically diverse class consisting of 27 students from 12 countries and 10 different language backgrounds, of whom only 2 were native English speakers using English at home. The dialogue journals students wrote were used for daily student-teacher conversations, and have become the core of the teacher's teaching, increasing individual student contact and providing spontaneous interaction using the dialogue journal has advantages for both students and

teachers. Advantages to students include the opportunity for real communication and, consequently, language acquisition. Learning grows directly from students' individual interests and concerns. Advantages to the teacher include the opportunity to assess each student's language competence immediately and build from that point instead of starting at some predetermined level of instruction. Also, the teacher has the opportunity to learn a great deal about each student's language, culture, and customs. (MSE)

ED 240 885

FL 014 262

Meloni, Christine F.

What Do University EFL Students Write about in Dialogue Journals?

Pub Date—83

Note—8p.; Revised version of a paper presented at the Annual Convention of the Washington Area Teachers of English as a Second Language (4th, Washington D.C., 1983).

Journal Cit—WATESOL Working Papers; n1 p14-20 Fall-Win 1983-84

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Students, College Students, *Diaries, *English (Second Language), Higher Education, Interpersonal Communication, *Second Language Instruction, Student Characteristics, Student Interests, *Student Teacher Relationship, Teaching Methods

Identifiers—*Dialogue Journals

A topical analysis of the dialogue journals written by seven of one university faculty member's students of English as a foreign language (EFL) is presented. Examination of the first ten entries in the journals revealed five general topic categories: academic, personal, cultural, interpersonal, and general interest. The ten samples are provided. It is concluded that no clear pattern of topic exists in the samples, probably because the journals are a personal, individual activity that students use to meet individual needs. One fact noted was that the students with the highest percentage of personal topics were not only Latin Americans but also the only graduate students of the sample. Further research in the measurable benefits of the use of dialogue journals is recommended. A chart of topic frequency is appended. (MSE)

ED 240 886

FL 014 264

Ciske, Mary Desjarlais

The Monitor Model: More Evidence.

Pub Date—83

Note—7p.

Journal Cit—WATESOL Working Papers; n1 p30-35 Fall-Win 1983-84

Pub Type—Reports - Research (143) - Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, College Students, *English (Second Language), *Grammar, Higher Education, Interviews, Korean, Language Proficiency, *Language Usage, *Learning Theories, *Second Language Learning, *Verbs, Writing (Composition)

Identifiers—*Monitor Model

The use of prepositions, past tense verb forms, and subject-verb agreement in the English of a Korean college student of English for foreign students is analyzed in the context of Krashen's Monitor Model theory of language acquisition. The student was interviewed, asked to give a free writing sample, asked to read his own writing, and asked to rewrite his composition. It was predicted that because subject-verb agreement and regular past tense have "learnable" rules, the student would use his language "monitor" and increase his accuracy of usage of these forms. It was also hypothesized that, because the rules for prepositions are not learnable, he would attempt to monitor but would decrease his accuracy of usage of this complex form without knowledge of the rules. Results suggest that, in keeping with the Krashen model, the student did use his monitor with grammar points that have learnable rules and was not able to use it in the case of unlearnable rules. (MSE)

HE

ED 240 887

HE 016 773

Fincher, Cameron

The Purpose and Functions of Faculty Evaluation.
IHE Newsletter.

Georgia Univ., Athens. Inst. of Higher Education.
Pub Date—Jun 83

Note—8p.; Revision of a paper presented at the Meeting of the Evaluation of Teaching Effectiveness (Athens, GA, September 8-9, 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, Employment Practices, *Faculty Evaluation, Higher Education, *Instructional Improvement, Personnel Policy, Student Evaluation of Teacher Performance, Teacher Administrator Relationship, *Teaching Skills

Basic questions concerning the purposes and functions of faculty evaluation in higher education are considered, along with background of the practice. It is contended that the purpose of faculty evaluation ought to be the improvement of instruction, and that the administrative uses of faculty evaluation for decisions of promotion, tenure, and salary increases should be secondary. Additional suggestions are as follows: faculty evaluation should focus on the teaching performance and not on the faculty member's scholarly reputation or productivity; faculty evaluation should be the responsibility of those administratively responsible for faculty performance; evaluation by students and colleagues has severe limitations if evaluation is to serve the improvement of instruction; evaluations should be conducted in a systematic, objective, valid, and fair manner; the results of faculty evaluation should be specified in advance and be acceptable to the faculty being evaluated; faculty evaluation must be tied to the institution's incentive-and-reward system; and evaluation should be supported by means of faculty development in the form of instructional resources that facilitate classroom instruction. Ethical and legal implications of faculty evaluation are also considered. (SW)

ED 240 888 HE 016 822

Managing Higher Education in the 80s: Trying to Do More with Less. Touche Ross Roundtable.

Touche Ross & Co., New York, NY.

Pub Date—83

Note—42p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrators, *College Administration, *Declining Enrollment, Federal Aid, *Financial Problems, *Governance, Higher Education, *Leadership Responsibility, *Productivity, Retrenchment, Teacher Role, Technological Advancement, Tuition

Issues concerning the management of colleges and universities are considered in a roundtable discussion. It is suggested that higher education may be at a decisive juncture with respect to demographics, finances, institutional structure, and the political context. Attention is directed to the decline in the number of 18- to 22-year-olds and the projected increase in foreign student enrollment. In considering the financial setting of higher education, the level of tuition charges at public and private colleges and the problem of reduced federal aid are addressed. Additional topics include: the role of faculty in the governance of colleges; the leadership roles of the trustees, president, deans, and faculty; and the potential for new technologies to increase productivity in higher education. The following individuals participated in the roundtable discussion: Benjamin H. Alexander, John Brademas, Edward B. Fiske, Ellen V. Futter, Harry G. Judge, Martin Meyerson, Jack W. Peltason, Irving Redel, and James E. Seitz. (SW)

ED 240 889 HE 016 833

Graduate Medical Education in the European Region. EURO Reports and Studies 77.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

Report No.—ISBN-92-890-1243-9

Pub Date—83

Note—154p.; Some tables may not reproduce well due to small print.

Available from—WHO Publications Centre, 49 Sheridan Avenue, Albany, NY 12210.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Clinical Experience, College Pro-

grams, *Comparative Education, Educational Testing, *Foreign Countries, *Graduate Medical Education, Higher Education, Intellectual Disciplines, *Medicine, Premedical Students, *Specialization, Student Evaluation

Identifiers—*Europe

Statistics about postgraduate training requirements in the main medical specialties in 26 European countries belonging to the World Health Organization are presented. It is noted that conventions vary widely from country to country concerning the designation of main specialties and subspecialties. These variations are apparent from the lengths of time given for training in some subjects. For each country, information is presented on undergraduate training, internships, specialist training, and assessment. For each specialty, information is provided on the number of years required for training, the inclusion of an internship, and type of examination. The tables enable comparison of specialties within and among countries. A brief narrative introduction reports the following trends: increasing specialization and subspecialization, a comprehensive review of the system of specialist training in seven countries, and formal postgraduate training in general practice/family medicine/general medicine in 18 countries. One reason for these trends and changes is the graduate shift in emphasis from high cost, high technology medicine toward primary care and prevention. Additional reasons are the need for cost containment and the desire to achieve international comparability of standards. (SW)

ED 240 890 HE 016 879

Regional Resource Sharing: A Strategy for Improving Western Higher Education in an Era of Limits.

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date—Sep 83

Note—27p.; Paper presented at the Annual Meeting of the Western Interstate Commission for Higher Education (Seattle, WA, December 1982). Available from—Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, CO 80302.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Agency Role, College Programs, *Cooperative Planning, Cooperative Programs, Educational Planning, Educational Supply, *Geographic Regions, Higher Education, *Intercollegiate Cooperation, *Regional Cooperation, Resource Allocation, *Shared Services, Student Exchange Programs

Identifiers—United States (West), *Western Interstate Commission for Higher Education

The advantages of resource sharing in higher education are discussed, and the role of the Western Interstate Commission for Higher Education (WICHE) in facilitating cooperation is considered. A primary concern is to overcome the barriers of state boundaries to promote academic planning in the West. These issues are considered in a WICHE conference paper, commentaries from four panelists at the WICHE conference, and a summary of the major points made during a question and answer period. It is noted that regional cooperation can ensure that: not every state or every institution needs to be comprehensive in its higher education offerings; high-cost, low-demand programs are not duplicated; resources are allocated or reallocated more efficiently across the region, or among groupings of states; institutional resources are combined or coordinated to improve program effectiveness; and student access to uncommon programs is protected. Among the activities of WICHE are professional student exchange programs, cooperative manpower planning, and interstate program coordination. Additional topics include the nature of retrenchment, telecommunications, cooperative programming, and the role that WICHE might play with policy-makers. Commentaries are provided by William Richardson, William Boyd, Martha Butt, and Ann Mary Dussault. (SW)

ED 240 891 HE 016 881

Hall, Roberta M. Sandler, Bernice R.
Academic Mentoring for Women Students and Faculty: A New Look at an Old Way to Get Ahead.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date—83

Grant—G008203048

Note—17p.; Not available in paper copy due to small print.

Available from—Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agency Role, College Role, *Females, Higher Education, *Interprofessional Relationship, *Mentors, Minority Groups, Models, Nontraditional Occupations, Nontraditional Students, *Professional Development, Program Descriptions, *Student Teacher Relationship, *Women Faculty

Issues concerning mentoring for women in higher education are discussed. After identifying benefits of mentoring for the protégé, the mentor, and the institution, barriers to traditional mentoring for women are considered. Attention is directed to why men may hesitate to mentor women students and faculty, why female mentors are hard to find on campus, and why some women may exclude themselves from mentoring relationships. In addition, new approaches to mentoring for women are considered, including multiple mentors, networks, and paper mentors. Information is also provided on the following questions: how to decide if mentoring is needed, how to be selected by mentors, and how to be a mentor. Consideration is also focused on the following groups of women with special needs: women in nontraditional fields, older women, minority women, and disabled women. Five model programs are described that cover the following: an informal institution-wide approach, research mentors for minority and women faculty, the career cooperative, a career development program for women students, and a peer advising program for women students. Additional recommendations are offered for colleges, as well as for associations, disciplinary groups, and other organizations. Reference notes, a bibliography, and a list of information sources are appended. (SW)

ED 240 892 HE 016 946

Trussler, Marguerite J.

Report of the Task Force on Mature Students.

Alberta Univ., Edmonton. The Senate.

Pub Date—Jun 83

Note—86p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Advising, *Adult Students, *Ancillary School Services, Foreign Countries, Higher Education, Information Needs, Institutional Research, *Nontraditional Students, School Orientation, *Student Adjustment, Student Characteristics, *Student College Relationship, Student Needs

Identifiers—*University of Alberta (Canada)

Findings and recommendations of a University of Alberta task force study on the mature student are presented. Study objectives were as follows: to identify the characteristics of the mature student population at the university, to identify major concerns and needs of this population, to determine to what extent the university meets the needs of the mature student, and to survey the support mechanisms for mature students in the general community. The following institutional problems are examined: obtaining preadmission information; obtaining information from faculty offices; academic counseling; support services (library, offices, bookstore); choice of evening courses; residency requirements; registration; transfer of credits; credit by special assessment; parking; and study space. Situational problems are also covered: time pressures; balancing multiple responsibilities; finances; child care; lack of encouragement from family and peers; disruption of family life; and lack of peer group contact. In addition, the following academic concerns are addressed: examinations, essay writing, study habits, skill improvement, and upgrading and remediation. A bibliography and study questionnaires are appended. (SW)

ED 240 893 HE 016 947

International Youth Exchange Programs in the Bay Area.

Bay Area and the World, San Francisco, CA.

Pub Date—Jul 83

Note—32p; For related documents, see HE 016 948-950.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agency Role, *Foreign Students, Higher Education, *High School Students, *International Educational Exchange, *Organizations (Groups), *Student Exchange Programs, *Study Abroad

Identifiers—*California (San Francisco Bay Area)

Information on the nature and scope of organized international exchange programs at the high school level in the nine-county Bay Area of California is presented. In addition to providing an overview of the local situation, information is provided on 19 organizations that are involved in student exchange. The following problems that have been encountered are also considered: finding host families, understaffing of agencies, and the lack of interest expressed by American high schools. The organizations consist of three major national organizations, eight additional major organizations with a strong Bay Area presence, and other local or national organizations and programs. The three major national organizations are the American Field Service, the Experiment in International Living, and Youth for Understanding. In the 1981-1982 academic year, these three organizations brought about 406 foreign students to the Bay Area and sent about 279 Bay Area students to foreign countries. Other organizations that have a strong Bay Area presence include: the American Institute for Foreign Study, the Pacific American Institute, Amigos de las Americas, the Bureau of Jewish Education, the International Christian Youth Exchange, Educational Foundation for Foreign Study, Interstudy, and the American International Education and Training. (SW)

ED 240 894 HE 016 948

Duggan, Susan J. Wollitzer, Peter A.

The World's Students in Bay Area Universities.

Bay Area and the World, San Francisco, CA.

Spons Agency—William and Flora Hewlett Foundation, Palo Alto, Calif.

Pub Date—83

Note—22p; For related documents, see HE 016 947-950.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Students, *Enrollment Trends, Foreign Countries, *Foreign Students, Higher Education, *International Educational Exchange, Majors (Students), *Student Exchange Programs, Student Financial Aid, *Study Abroad

Identifiers—*California (San Francisco Bay Area)

Results of a survey of international student exchange programs in the Bay Area of California are presented. Information is provided on the following: the top 10 countries of origin for Bay Area foreign students; 10 Bay Area institutions with the highest number of foreign students; 10 area institutions with the highest percent of full-time enrollment; percentage of area foreign students by type of institution; percentage of foreign students in engineering, computer science, and business; source of financial support for area foreign students; and source of financial support for area foreign students per category of institution. Findings include the following: foreign students in the Bay Area number 14,410, or 27 percent of California's total; foreign students represent over 159 countries; Iran (pre-revolution), Taiwan, and Japan have more students in the Bay Area than any other countries; Hong Kong is a close fourth and Canada is fifth; University of California at Berkeley and Stanford University lead the list of Bay Area university foreign student enrollments; graduate students constitute 45 percent of foreign student enrollments in Bay Area universities; business, engineering, and computer science attract the largest numbers of foreign students; and foreign students spend about \$150 million annually in the Bay Area. (SW)

ED 240 895 HE 016 949

Brooks, Elizabeth

International Business Education in Bay Area Universities: Meeting the Challenge of Global Competition.

Bay Area and the World, San Francisco, CA.

Pub Date—83

Note—64p; For related documents, see HE 016 947-950.

Pub Type—Reports - Research (143) — Tests/

Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Bachelors Degrees, *Business Administration Education, College Faculty, *College Programs, Enrollment Trends, Graduate Study, Higher Education, *International Education, Majors (Students), *Masters Degrees, Program Descriptions, Undergraduate Study

Identifiers—*California (San Francisco Bay Area)

The way that college business programs address international dimensions was studied, based on a survey of business curricula in 11 colleges and universities in the San Francisco Bay Area. Information was gathered in 1982 from catalogs and written materials as well as from telephone interviews. All of the schools studied, except Stanford University, offer a bachelor's degree in management or international business administration. All but two offer at least one undergraduate course in international business administration. In 1983, four of the schools offer a specialized concentration in international business. However, undergraduate student enrollment in international business programs is small, and the number of students going abroad to work or study is even smaller. All 11 colleges offer at least one master's level course in international business. The average number of courses per school is 9.5, ranging from 31 courses to 1 course. Only two schools report systematic use of foreign students as sources of cross-cultural knowledge. A profile of the curriculum, its underlying philosophy, and its faculty is presented for each of six specialized master's programs in international business. Appendices include interview questions and a list of business and related courses offered at Bay Area schools. (SW)

ED 240 896 HE 016 950

Nerad, Maresi

Beyond National Boundaries: An International Profile of the University of California, Berkeley.

Bay Area and the World, San Francisco, CA.

Pub Date—83

Note—52p; For related documents, see HE 016 947-949.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cultural Enrichment, Developing Nations, Enrollment Trends, Graduate Study, Higher Education, *Institutional Characteristics, *Intercultural Programs, *International Educational Exchange, Majors (Students), *Student Exchange Programs, *Teacher Exchange Programs, *Technical Assistance, Undergraduate Study

Identifiers—*University of California Berkeley

International involvements at the University of California, Berkeley (UCB), are described. UCB's international activities are not shaped by any official campus plan, but result from the efforts of individual scholars and various campus organizations. Four broad types of internationally-focused activities at UCB are as follows: academic exchange programs; the exchange of ideas and experience through conferences, seminars, and workshops; technical assistance involving a variety of experts and specialists; and extracurricular education such as music, film, art, theater, and sports. In contrast to the pattern for foreign students coming to UCB, 92 percent of local students who go overseas from UCB are undergraduates, and most of them major in the social sciences, languages, and humanities. In 1981 about 2,100 immigrant foreign students and 1,860 nonimmigrants were attending UCB, and most were studying engineering and the sciences. Of the nonimmigrant foreign students, the majority were male graduate students. Foreign scholars who are involved in teaching or research at UCB represent 72 countries and totaled 1,512 in 1981, most in the fields of science and technology. Technical assistance by UCB involves the transfer of knowledge, skills, and technology, often to the Third World countries. (SW)

ED 240 897 HE 016 953

Powell, J. P., Ed.

Higher Education Research & Development, Volume 2, Number 1, 1983.

Higher Education Research and Development Society of Australasia, Sydney. (Australia).

Pub Date—83

Note—132p.

Available from—Higher Education Research & Development Society of Australasia, TERC, P.O. Box 1, Kensington, New South Wales, 2033 Australia.

Journal Cit—Higher Education Research & Development; v2 n1 1983

Pub Type—Collected Works - Serials (022) —

Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Distance Education, Educational Research, Employment Practices, Evaluation Criteria, Faculty Evaluation, *Faculty Promotion, Foreign Countries, General Education, *Higher Education, Instructional Improvement, Learning Processes, *Lecture Method, Personnel Policy, *Problem Solving, *Student Evaluation of Teacher Performance, Teacher Attitudes, *Teacher Characteristics

Identifiers—*Australia

Five articles on research and development in higher education and three review articles are presented. Titles and authors are as follows: "Students' Assessments of Instruction as a Basis for Teaching Improvement and Promotions Decisions: A Case-Study" (John Jones); "The Making of Academic Promotion Decisions: Criteria and Processes" (A. J. Lonsdale); "Some Characteristics and Attitudes of Academics in Australian Universities and Colleges of Advanced Education" (John A. Bowden and John Anwyl); "A Review of Research on Lecturing" (M. J. Dunkin); and "Introducing Explicit Training in Problem Solving into our Courses" (Donald R. Woods). Titles and authors of review articles are as follows: "General Education in the University" (Robert Waddell); "Distance Learning in Higher Education" (Patrick Guiton); and "Understanding Learning" (Paul Ramsden). The review article on distance education covers four books, while each of the other review articles covers one book. (SW)

ED 240 898 HE 016 955

Barbe, Richard H.

A Comprehensive Model for Assuring Quality in Off-Campus Programming.

Pub Date—[83]

Note—17p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Armed Forces, *College Programs, Educational Planning, *Educational Quality, *Extension Education, Higher Education, *Improvement Programs, Military Personnel, Needs Assessment, *Off Campus Facilities, Program Evaluation, Public Relations, School Community Relationship

Identifiers—GI Bill

A model for evaluating the higher education programs offered at Army bases is described. Attention is focused not only on what off-campus staff can do to develop and maintain quality, but what can be done to demonstrate to outsiders the achievement of quality. It is suggested that the institution needs to have genuine concern for quality, a commitment to change, and a high level of action directed to improvement. The process of insuring quality involves educational program needs assessment, strategic planning, continuous program review, personnel training, and an education community plan. The improvement activity must be organized and systematic and based on reliable information. Additional elements that are needed are a periodic external review process and public information programs. In addition to the establishment of mission (an intersection of community and institutional values) and the development and review of program plans, the model is based on openness to external review for public assurance and the provision of an open information flow to the general public. (SW)

ED 240 899 HE 016 956

Simpson, William A. Sperber, William E.

The Effects of Academic Market Value on the Outliers of a Multi-Variant Regression Analysis of Faculty Salaries.

Pub Date—83

Note—18p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, *Departments, Full Time Faculty, Higher Education, Intellectual Disciplines, *Labor Market, Models, Multiple Regression Analysis, *Salary Wage Differentials, *Teacher Salaries

Three models to describe university salary structure were assessed. Attention was focused on full-time, permanent faculty in ranks of instructor through full professor. Model 1 postulated that the internal labor market is uninfluenced by the external academic market. The results of model 1 were compared to the results of a model that adjusted for

the market value of academic disciplines. It was found that the market value of academic disciplines have a considerable effect on the regression residuals. The judgment as to which departments are underpaid is almost completely dependent upon whether the market factors are or are not considered. Statistical measures indicated that the model incorporating external market effects (model III) has less auto-correlation of the salary residuals and is therefore the preferred model. A further comparison of two models, utilizing slightly different sets of market factors (Model II and Model III), showed that the salary residuals are extremely sensitive to data changes. (SW)

ED 240 900 HE 016 999
Fulton, Richard D. Comp. Romero, Martha.
Comp.

Annotated Bibliography of Graduate Education Commentary: 1978-1982.
Council of Graduate Schools in the U.S., Washington, D.C.

Pub Date—82
Note—123p.
Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, Career Change, *College Administration, College Admission, Deans, Doctoral Degrees, *Educational Finance, Educational Quality, Employment Opportunities, *Faculty Development, Females, *Graduate Study, Higher Education, *International Education, Legal Responsibility, Minority Groups, Nontraditional Education, *Nontraditional Students, Reference Materials, Retrenchment, School Business Relationship

An annotated bibliography on practices, theories, and potential problems in several subject areas in graduate education is presented. Most of the books and articles were published during 1978-1982, although some earlier works are included. The bibliography covers: administration; doctoral degrees other than the Ph.D.; fact books and reference material; faculty development; international studies issues; international study guides and handbooks; law and the graduate dean; the job market for graduate students; midcareer change for academics; minorities and graduate education; nontraditional and adult education; planning, budgeting, and retrenchment; quality, self-assessment, mission; student admission, retention, and evaluation; university/industry relationships; and women and graduate studies. (SW)

ED 240 901 HE 017 000

Prather, James E. And Others
Evaluations by Students in Mathematics Courses of the Effectiveness of Teaching.

Pub Date—25 Jan 84
Note—13p.; Paper presented at the Annual Meeting of the American Mathematical Society (Louisville, KY, January 25, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Mathematics, Higher Education, *Mathematics Instruction, *Predictor Variables, Reliability, *Student Evaluation of Teacher Performance, *Teacher Effectiveness, Validity

The extent to which students' ratings of teacher performance in mathematics courses are reliable, valid, and unbiased was investigated. Data on 746 courses by 52 faculty members over a 4-year period were used in a multiple regression analysis. It was found that students gave higher evaluations to faculty members when the students had previously taken a course with the faculty member. This evidence suggests that the measure of students' "repeating" with faculty members can be a valid indicator of teaching effectiveness. However, student ratings and the repeat measure are subject to the same biases. Teacher personality, student motivation, and orientation could affect the repeat measure in a manner similar to their effect on student ratings of teacher effectiveness. The variables having a moderately strong, positive association with students' ratings include: average number of repeats, percent of lecture courses taught, average grades in the course, number of previous courses taken, percent of lower level courses taught, total average grade point average (GPA) and percent of reading and research tutorials taught. Negative factors are: average GPA of students in the course, percent of students withdrawing, attendance rate of

students, number of courses taught, class size, and percent of courses taught at upper level. (SW)

ED 240 902 HE 017 001

Moseley, James L.
Diagnostic Prescriptive Teaching Module: Basic Interviewing Skills.

Pub Date—[84]
Note—28p.
Pub Type—Guides - Classroom - Learner (051) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Check Lists, *Communication Skills, Diagnostic Teaching, Higher Education, Interpersonal Communication, *Interviews, *Learning Modules, Listening Skills, *Medical Case Histories, Medical Education, *Medical Students, *Physician Patient Relationship, Questioning Techniques

A diagnostic-prescriptive teaching module on basic interviewing skills for first-year medical students is presented. The goal of the module is to help students refine interpersonal communications skills relative to the medical interview. The module provides information on the following skills: eliciting patient responses, interviewing techniques and terminology, observing and interpreting patient's methods of expression, and awareness and management of feelings evoked during an interview. Specific objectives include the following: (1) identify examples of interviewing techniques that are facilitative; (2) identify examples of open-ended questions, clarifying statements, recapitulation, focused questions, and emphatic statements; (3) consider both the specific content of the interview and modes of expression when listening to patients; (4) identify kinds of linguistic communication and paralinguistic communication; (5) list four types of behavioral communication and five typical feelings expressed by patients; and (6) support the rights of patients to their own feelings, philosophies, moral codes, and life styles. Test items are included. (SW)

ED 240 903 HE 017 002

Connell, Charles W. Ed. Gardner, Lynn J. Ed.
Breaking with Tradition: The Advisor as Change Agent. Proceedings of the National Conference on Academic Advising (6th, San Jose, California, October 10-13, 1982).

National Academic Advising Association, Pomona, NJ.

Pub Date—Oct 82
Note—122p.; Conference co-hosted by Kansas State University, San Jose State University and University of Santa Clara.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Advising, Administrative Policy, Adult Students, *Change Agents, *Faculty Advisers, Foreign Students, Graduate Students, Higher Education, *High Risk Students, *Professional Development, School Holding Power, *School Orientation

Identifiers—Computer Assisted Counseling

Developments and issues in academic advising are addressed in this collection of program abstracts from the 1982 conference of the National Academic Advising Association. Summaries are provided of the general sessions, preconference workshops, conference workshops, focus and special sessions, topical sessions, and paper sessions. In addition to the conference theme of advisers as change agents, topics include the following: advising foreign students, advising high-risk students, legal issues in advising, administrative policy for faculty and administration, advising in open admission schools, student retention, advising the adult student, the professional development of advising personnel, new student orientation, advising graduate students, research on academic advising, academic and career advising of the undecided student, a personalized and computer-assisted approach to college admissions and advising, institutional support and credibility for advising, time management for academic advisers, preventing academic dishonesty, and sharing advising problems and solutions at the regional level. Approximately 78 program/paper summaries are included. Addresses of workshop leaders and program chairpersons are appended. (SW)

ED 240 904 HE 017 003

Thrift, Julianne Still Toppe, Christopher
A Year of Stability: Fall 1983 Enrollment at Independent Colleges and Universities.
National Inst. of Independent Colleges and Univer-

sities, Washington, DC.

Pub Date—Dec 83

Note—21p.

Available from—National Institute of Independent Colleges and Universities, 1717 Massachusetts Avenue, N.W., Suite 601, Washington, DC 20036 (\$5.00).

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, *Enrollment Trends, Full Time Students, Geographic Regions, *Graduate Students, Higher Education, Part Time Students, *Private Colleges, *Professional Education, School Size, School Surveys, *Undergraduate Students

Results of the fall 1983 survey of enrollments at private colleges and universities are presented. Of the approximately 1,500 independent colleges, more than 1,200 institutions responded. Survey findings include the following: only universities lost total enrollment, while two-year colleges increased enrollment by 5.6 percent; total enrollment increased in all regions; almost 412,000 full-time freshmen entered private colleges; graduate enrollment increased by 2.63 percent; 65 universities, which account for about 4 percent of all private colleges, enrolled about 44 percent of all graduate students; and universities and specialized institutions enrolled about 76 percent of all first-professional students, with comprehensive colleges and universities accounting for another 21 percent. Data are provided that show aggregate and median percentage change in full-time entering freshmen by type of institution. Additional statistical tables cover the following: percent change of entering freshmen by region and size of college; full-time and part-time undergraduate enrollment; percent change in undergraduate enrollment by type of institution, region, and institution size; full-time and part-time graduate and first professional enrollment trends; and headcount enrollment trends. (SW)

ED 240 905 HE 017 005

Lumpkin, Oliver R.
Qualified Black Students' Images of a Public Desegregated Southern University.

Pub Date—Mar 83

Note—62p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Aspiration, *Black Students, College Attendance, College Desegregation, Comparative Analysis, Family Characteristics, Financial Needs, Geographic Regions, Higher Education, *High School Students, Institutional Characteristics, Parent Student Relationship, Questionnaires, *Reputation, *State Universities, *Student Attitudes, Student Characteristics, *White Students

Identifiers—Clemson University SC, South Carolina

Attitudes toward Clemson University of qualified black and white students were compared. A "qualified" student is defined as an eleventh grader in the public schools of South Carolina's Third Congressional District who has scored at least 78 on the Preliminary Scholastic Aptitude Test. The objective was to identify differences in contemporary black/white images of a public, desegregated institution in order to promote student recruitment and to increase applications from qualified black students. Usable questionnaire responses were obtained from 891 students. Information is presented on the attitudes of black students and white high school students concerning the university's fields of study, the school's academic standards, their need for financial aid, whether the university is interested in black students and the university's treatment of black and white students, possible membership in a sorority, the university's treatment of black faculty members and staff, students' plans to attend postsecondary education, and consultation of students with parents and school counselors about college attendance. Demographic information on the students and their families is included. A literature review and study questionnaire are included. (SW)

ED 240 906 HE 017 006

Simpson, Ed Oggel, Terry
Growth Contracting for Faculty Development.
Idea Paper No. 11.

Kansas State Univ., Manhattan. Center for Faculty Evaluation and Development in Higher Education.

Pub Date—Jan 84

Note—5p.

Available from—Center for Faculty Evaluation & Development, Kansas State University, Manhattan, KS 66506 (\$20 each—minimum order 25 copies).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Faculty College Relationship, *Faculty Development, Higher Education, *Performance Contracts, Productivity, *Program Development, Teacher Motivation, *Teacher Participation

Identifiers—*Faculty Growth Contracting

The concept of growth contracting in higher education and the applications and limitations of growth plans are examined. In addition, critical steps in the process of developing contracts with faculty are identified. A professional growth plan is a binding agreement, which helps faculty and institutional representatives clarify specific goals. Support for reaching stated professional goals remains in effect until the agreement is mutually terminated. Contracting could be used for curriculum and program development, as well as for the acquisition of new research skills or experience. A faculty development advocate helps the faculty member become aware of all available resources. One limitation is that the plan is restricted to what is written, and midcourse alterations are not made easily. To motivate faculty members to participate, the benefits of the program must be made clear to the faculty. It is imperative that a healthy collegial relationship between faculty member and coordinator be established from the start. A final and important part of growth contracting is monitoring the plan once it has been initiated. A checklist of items to be considered for growth contracts is included, along with a list of strategies for information giving and information gathering during interviews with faculty members. (SW)

ED 240 907

HE 017 007

Guidelines for the Administration of Matching Gift Programs.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date—Feb 84

Note—10p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036.

Journal Cit—Business Officers; p13-20 Feb 1984

Pub Type—Opinion Papers (120) — Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Responsibility, *Donors, *Eligibility, *Financial Policy, Guidelines, Higher Education, Models, *Philanthropic Foundations, *Private Financial Support, *Program Administration, School Business Relationship, Trustees

Identifiers—Dartmouth College NH, International Business Machines, *Matching Gifts

Guidelines are presented to help colleges consider their matching gift program, to develop clear policies and procedures, and communicate them to interested and appropriate parties. Responsibilities of companies sponsoring matching gift programs are outlined with attention to policy and program administration. The eight policy recommendations cover eligibility of potential recipient institutions, eligibility of donors, the nature of contributions eligible for matching, payment of matching gifts, restricting the uses of matching gifts, and public disclosure. The responsibilities of the following members of the recipient institutions are discussed: the board of trustees, the chief executive, and the officer responsible for administration of donor contributions. The role of institutionally related foundations, funds, or associations are also addressed. In addition, responsibilities of donors are briefly covered. To illustrate how a successful matching gift program might be administered by a corporation and by an educational institution, two program models are included: the IBM Matching Gift Program for Higher Education, and the Dartmouth College Alumni Fund Matching Gift Program. (SW)

ED 240 908

HE 017 008

Weiner, Stephen S.

"Winning Technologies" and the Liberal Arts College.

State Association Executives Council.

Pub Date—Jan 84

Note—19p.; Paper presented at the Summer Meeting of the State Association Executives Council (1983).

Available from—National Institute of Independent Colleges and Universities, 1717 Massachusetts Ave., N.W., Suite 601, Washington, DC 20036 (Quantities only; single copies are available through individual state associations of independent colleges and universities).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Role, Educational Objectives, *Education Work Relationship, Engineering, Higher Education, *Labor Force Development, *Liberal Arts, Private Colleges, School Business Relationship, *Sciences, Student Development, Technological Advancement, Technological Literacy, *Technology

Problems and opportunities posed for liberal arts colleges by the current political concern for educating students for high technology industries are considered. Recent reports on education, high technology, employment, and economic growth are concerned with the competitive position of the United States versus other industrialized nations, especially Japan. These reports also suggest the need to develop scientific and technological leadership, as well as a technically sophisticated work force capable of producing new products. Attracting students into science and engineering fields, setting higher standards in these disciplines, and building close university-industry relations have also been emphasized. It is claimed that the educational basis for economic prosperity in the future will still depend on analytical skills, creativity, communication skills, a knowledge of major social institutions, and sensitivity to ethical issues. The following suggestions are offered: (1) more serious attention should be paid to defining "scientific and technological literacy" and then giving it a central place in the curriculum; and (2) effort should be directed to prepare students for a world of international dependence and to be perceptive citizens of large social, economic, and political institutions. A list of associations of private colleges is appended. (SW)

ED 240 909

HE 017 009

Federal Student Assistance Programs. Research Materials for the Annual Meeting [of the National Association of Independent Colleges and Universities/National Institute of Independent Colleges and Universities] (8th, Washington, DC, January 25-27, 1984).

National Inst. of Independent Colleges and Universities, Washington, DC.

Pub Date—Jan 84

Note—64p.; Some tables may not reproduce well due to small print.

Available from—National Institute of Independent Colleges and Universities, 1717 Massachusetts Avenue, N.W., Suite 601, Washington, DC 20036.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Analysis, Enrollment Trends, Federal Aid, *Federal Programs, Fees, Financial Support, Grants, Higher Education, *Private Colleges, Professional Education, *State Colleges, State Programs, *Student Financial Aid, Student Loan Programs, Tuition, Two Year Colleges

Identifiers—College Work Study Program, Guaranteed Student Loan Program, National Direct Student Loan Program, Nursing Student Loans, Pell Grant Program, PLUS Program, Social Security Student Benefits Program, State Student Incentive Grants, Supplemental Educational Opportunity Grants

A reference guide to federal student assistance programs is presented with a description and history of funding provided for each. For most programs, there is an analysis of the distribution of funding by sector, type of institution, and state. Information is also included on sources of revenue for public and private colleges and universities, average tuition and fees for two-year and four-year colleges by state, and the proportion of enrollment in the state and private sectors over a four-year period. The following programs are covered: Pell Grants, Supplemental Educational Opportunity Grants, State-Student Incentive Grants, College Work-Study, National Direct Student Loans, Guaranteed Student Loans, PLUS Loans, Nursing Student Loans, Social Security

Student Benefits, Indian Higher Education Grants, Veterans Education Benefits, Graduate and Professional Opportunities, Legal Training for the Disadvantaged, Health Education Assistance Loans, Health Professions Student Loans, National Health Service Corps Scholarships, and Scholarships for First-Year Students of Exceptional Financial Need. Appendices include sources of revenue in higher education, average tuition and fees by state, and distribution of enrollment shares by state. (SW)

ED 240 910

HE 017 010

Cabot, Louis W.

Encouraging Quality: A Role for Corporations in Educational Renewal.

Council for Financial Aid to Education, New York, N.Y.

Pub Date—83

Note—13p.

Available from—Council for Financial Aid to Education, Inc., 680 Fifth Avenue, New York, NY 10019.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Responsibility, Consultation, Programs, Educational Change, *Educational Quality, *Higher Education, Improvement Programs, *Private Financial Support, Research Projects, *School Business Relationship, Technical Assistance

The contributions that business and industry can make to help colleges and universities maintain high standards of teaching, scholarship, and research are considered. Four recent studies that address the deterioration in educational standards are noted, and the problems that confront colleges and universities are identified. It is suggested that business should support university research, possibly in the form of research grants or research cooperation, fellowships for young researchers, or gifts of equipment. Corporations should also allocate financial support to the general mission of colleges for activities that may not relate directly to their business interests (e.g., libraries, general scholarships, faculty development). In addition, business and industry can encourage collaboration between colleges and school systems. Business is going to have to commit some resources directly to the schools or associations representing schools. Many companies are providing the following support: lending personnel as adjunct teachers and advisers, offering management refreshers to school administrators, helping with facilities and equipment, and providing summer opportunities for teachers and students. (SW)

ED 240 911

HE 017 011

Moses, Ingrid, Ed.

Tertiary Education in the Eighties: Paths to Reward and Growth. Research and Development in Higher Education, Volume 6.

Higher Education Research and Development Society of Australasia, Sydney, (Australia).

Report No.—ISBN-909528-29-2

Pub Date—83

Note—396p.; Selected papers presented at the Annual Meeting of the Higher Education Research and Development Society of Australasia (9th, Brisbane, Australia, May 14-17, 1983).

Available from—Higher Education Research and Development Society of Australasia, TERC, University of New South Wales, P.O. Box 1, Kensington, N.S.W., Australia 2033 (Australian \$20).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Instruction, College Students, *Curriculum Development, *Educational Technology, Employment Practices, *Faculty Development, *Faculty Promotion, Foreign Countries, Learning Experience, Personnel Policy, *Postsecondary Education, Teacher Attitudes, Writing Skills

Identifiers—*Australia

Developments in college teaching, research, staff development in Australia during the 1980s are addressed in 38 papers from the 1983 conference of the Higher Education Research and Development Society of Australasia. Themes of the papers include: institutional change, staff perceptions of rewards, professional development, students and tertiary study, professional growth through innovative teaching, and applications of educational technology to teaching and learning. Titles and authors include the following: "Towards New Accountability Policies Pertaining to University Teaching" (J.

M. Genn; "The Impact of Declining Promotion Opportunities" (Susan Payne); "Evaluation and Professional Development: The Probationary Period—A Case Study" (Ingrid Moses); "Curriculum Changes in a University Department: Review, Principles, Procedures and Outcomes" (B. W. Imrie & D. G. Pearson); "Implementing Curriculum Through a Democratic Process" (R. Laplanche); "The Impact of Higher Education: Graduates Report on What They Learnt" (J. P. Powell); "Essay Writing: Meaning as a Way to Language" (Hanne K. Bock); "A General Model of Undergraduate Teaching and Learning" (Peter John November); and "CAL in Technology: Directions for Future Development" (Geoffrey W. Smith). (SW)

ED 240 912

HE 017 012

McConnell, William R. Kaufman, Norman
High School Graduates: Projections for the Fifty States (1982-2000).

College Entrance Examination Board, New York, N.Y.; Teachers Insurance and Annuity Association, New York, N.Y.; Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date—84

Note—39p.

Available from—Publications Secretary, Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, CO 80302 (\$7.00).

Pub Type—Numerical/Quantitative Data (110) — Reports — Descriptive (141)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, *Enrollment Trends, *Geographic Regions, Higher Education, *High School Graduates, National Surveys, *Prediction, State Surveys, Statistical Data

Identifiers—United States (North Central), United States (Northeast), United States (South Central), United States (Southeast), United States (West)

Projections of high school graduates for each of the 50 states and the District of Columbia from 1982 to 2000 are presented to update projections made in 1979. The projections for 22 states are based on the combined numbers of graduates of public and nonpublic schools. The projections for the remaining 28 states and the District of Columbia are for public high school graduates only. There were notable similarities among most of the states in some regions and notable contrasts among the various regions. For four regions of the United States, information is provided on the pattern of projected high school graduates during 1981-2000 in terms of the percentage change from 1981. The states that comprise the following four regions are identified: northeast region, northcentral region, southeast-southcentral region, and western region. The following data for each state are also presented: the actual, annual number of graduates for 1975-1976 through 1981-1982, and projections for 1982-1983 through 1999-2000. A designation under each state indicates whether the projections are for public high school graduates only or for graduates of public and nonpublic schools combined. A narrative summary of the findings is included, along with information on the study methodology. (SW)

ED 240 913

HE 017 014

Barber, Elinor Battle, Ed

A Survey of Policy Changes: Foreign Students in Public Institutions of Higher Education.

Institute of International Education, New York, N.Y.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—Nov 83

Note—15p.

Available from—Institute of International Education, 809 United Nations Plaza, New York, NY 10017.

Pub Type—Reports — Research (143)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrative Policy, Ancillary School Services, *College Admission, Educational Policy, *Enrollment Trends, *Foreign Students, Higher Education, School Surveys, State Action, *State Colleges, Student College Relationship, *Tuition

Trends in foreign student enrollments and the policies of public colleges toward foreign students were surveyed as a followup to a 1981 survey. Of 1,491 colleges that received questionnaires, 904 responded. Special attention was focused on differences in the patterns of results for institutions with large foreign student populations, institutions with high rates of growth of foreign students, and states with the largest number of foreign students. Re-

search concerns pertained to foreign student services, admissions and enrollments, and tuition policy. Findings include the following: the adequacy of services for foreign students has decreased; changes with regard to financial assistance and qualifications for admission are more likely to be adverse than favorable; changes in policy introduced by the institutions with the largest numbers of foreign students depart from the norm but the direction of their impact is not consistently either positive or negative; among the states with the largest concentrations of foreign students, only New York stands out as having made it more difficult for foreign students to come; and the institutions where the foreign student population is growing at a relatively rapid rate appear to encourage this growth and are clearly not taking actions to restrict it. (SW)

ED 240 914

HE 017 016

Augenblick, John Van de Water, Gordon

State Support for Education, 1982-83.

AVA, Inc., Denver, CO.

Pub Date—Dec 83

Note—46p.

Available from—AVA, Inc., P.O. Box 20276, Denver, CO 80220 (\$15.00, prepaid; \$13.50 each for 5 or more copies).

Pub Type—Numerical/Quantitative Data (110) — Reports — Descriptive (141)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Elementary Secondary Education, Enrollment Trends, Expenditure Per Student, Expenditures, *Financial Policy, *Government School Relationship, *Higher Education, Income, Population Trends, Regional Characteristics, Resource Allocation, *State Aid, *Tax Allocation, Trend Analysis

Data on 1982-1983 state support for elementary/secondary and higher education are presented. The objective is to provide policymakers information on how funding decisions vary and to promote self-analysis of how well each state is doing. Data and narrative analysis of regional trends cover: demographic characteristics, state support for elementary/secondary and higher education, and state general expenditure levels. Four basic demographic characteristics important to understanding and planning for state educational support are addressed: population, income, enrollment, and state expenditures. Separate tables for elementary/secondary education and for higher education include the following subcategories: state support in millions, the percentage change from 1977-1978 to 1982-1983, state support as percent of state expenditures, support per pupil, support per capita, and support per \$1,000 personal income. Finally, the relationships between state support for elementary/secondary education and state support for higher education is examined, and the states are classified in terms of whether support for one level of education is being provided at the expense of support for the other level. Numerous graphs and maps are included, along with an insert (24 by 36 inches) of highlights from the text. (SW)

ED 240 915

HE 017 017

Goodman, Michael B.

Consultants and Cooperative Education: The Northeastern English Department Business Connections.

Pub Date—29 Dec 83

Note—14p.; Paper presented at the Annual Meeting of the Modern Language Association (New York, December 29, 1983).

Pub Type—Reports — Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*College Faculty, *Consultants, *Cooperative Education, Education Work Relationship, Employers, *Employment Experience, Employment Opportunities, *English Departments, Faculty Advisers, Higher Education, Liberal Arts, Program Development, School Business Relationship, *Teacher Role, Writing Skills

Identifiers—*Northeastern University MA
The advantages of cooperative education for English departments and the role of the faculty member as a consultant for the program are discussed, based on the experience of Northeastern University. Attention is directed to starting this type of program in the English department, the consultant's role as a catalyst, placing English majors, and motivating students. For the faculty advisor and consultant, participation offers the opportunity to gain professional business experience and contacts. It is sug-

gested that the consultant is an active faculty member in teaching, publication, and scholarship. Cooperative education is the student's first experience in searching for a career. At the end of the experience, the cooperative education program serves as a transition to the workplace, and permanent employment with the employer may occur. It is noted that the writing talent of English majors is valued by groups within large organizations, such as corporate relations, marketing, advertising, information services, personnel, and human resources. In addition, business executives recognize that a background in liberal arts provides essential knowledge, cultivates intellectual skills, and develops personality and character. (SW)

ED 240 916

HE 017 018

Turner, Solveig M. Karlsson, Britta
Medical Laboratory Science: An International Comparison for Credential Evaluators.

Pub Date—83

Note—48p.; Paper presented at the Annual Meeting of the National Association of Foreign Student Affairs (35th, Cincinnati, OH, May 24-27, 1983).

Pub Type—Reports — Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Accrediting Agencies, *Allied Health Occupations Education, Case Studies, *Certification, College Attendance, *Comparative Education, Foreign Countries, Glossaries, Graduation Requirements, Higher Education, *Laboratory Technology, *Medical Technologists, Professional Associations, Standards

Identifiers—Belgium, Costa Rica, Sweden, United Kingdom, United States

Information is presented to help medical technology schools abroad evaluate their credentials in comparison to U.S. requirements. After defining the subfields of medical technology, also called medical laboratory science, a summary is provided of the educational requirements, the professional titles, and the certification recognition of medical laboratory science in the United States by two credentialing agencies. The systems of medical laboratory science education in Belgium, Costa Rica, Sweden, and the United Kingdom are reviewed and compared to medical laboratory science education in the United States. Data are included on the rate of access to upper secondary education in these countries and on the science requirements for professional recognition of medical laboratory science or medical technologists. Case studies of two medical laboratory science students who came to Northeastern University from other countries (Germany and Iran) are presented. Appendices include the addresses of U.S. accrediting/credentialing agencies, as well as national professional associations for medical laboratory technologists in Belgium, Sweden, the United Kingdom, and the United States. (SW)

ED 240 917

HE 017 019

Wallace, M. Elizabeth

The Richness of Language and the Poverty of Part-Timers: Impact and Invisibility.

Pub Date—Dec 83

Note—13p.; Paper presented at the Annual Meeting of the Modern Language Association (New York, December 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Employment Practices, *Faculty College Relationship, Higher Education, *Part Time Faculty, *Personnel Policy, *Teacher Attitudes, Teaching (Occupation), *Teaching Conditions

The difficulties experienced by part-time faculty members are discussed, and some benefits of part-time teaching are identified. Among the problems faced by part-time staff are per-course salaries, lack of college-paid benefits, job insecurity, and invisibility on campus. If the part-time teaching position is a primary source of income and career satisfaction, the teacher may be discouraged by exclusion from faculty governance, from opportunities for professional growth, and from possibilities for recognition and reward. On the other hand, part-time teaching can be a challenge if it is a break from a full-time job, a chance to stay in touch with the classroom, an opportunity for important professional connections, and a supplementary source of income and career satisfaction. Part-timers need to be treated like colleagues, paid fairly, and given ade-

quate encouragement and opportunity for professional growth. It is possible that part-timers' low wages and hard work covering introductory courses may make it possible for the academic profession to survive the current demographic crisis. (SW)

ED 240 918 HE 017 020
Stonewater, Jerry K. Stonewater, Barbara B.
Teaching Problem-Solving: Implications for Cognitive Development Research. AAHE-ERIC Higher Education Research Currents.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Feb 84

Note—5p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Washington, DC 20036 (\$1.00).

Journal Cit—AAHE Bulletin; Feb 1984

Pub Type—Opinion Papers (120) — Collected Works — Serials (022) — Information Analyses — ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Science Research, *Cognitive Development, College Instruction, *Educational Strategies, Higher Education, *Motivation Techniques, *Problem Solving, Psychological Studies, Teaching Methods

The relationship between cognitive development and problem-solving skills is discussed. One approach for improving students' problem-solving skills rests in the application of cognitive development theories to instruction. Instructional strategies that facilitate cognitive development can be categorized into two groups: instruction that challenges the student's cognitive structures or creates disequilibrium, and instruction that provides support such that the student will engage in the opportunity created by the disequilibrium. Four types of instructional strategies that have been used successfully to introduce disequilibrium are considered: creating dissonance, direct experience, diversity, and social transmission. Three strategies that increase the probability that students will engage in the learning process and attend to the cognitive disequilibrium are also discussed: structure that focuses the students' attention on the disequilibrium, psychological support to help students manage the ego-threatening activities of learning, and "plus-one" instruction designed to tune into the students' level of thinking. It is suggested that some combination of instructional methods under certain conditions can facilitate cognitive growth. (SW)

ED 240 919 HE 017 021
Emerging Perspectives on the General Professional Education of the Physician: Problems, Priorities, and Prospects. Reported to the Panel by the Medical Schools, Colleges, and Academic Societies.

Association of American Medical Colleges, Washington, D. C.

Spons Agency—Kaiser Foundation, Oakland, Calif.

Pub Date—Oct 83

Note—18p.

Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Abstract Reasoning, Admission Criteria, Change Strategies, *Clinical Teaching (Health Professions), Creative Thinking, *Educational Objectives, Higher Education, *Instructional Improvement, *Medical Education, Medical School Faculty, *Physicians, Position Papers, *Premedical Students, Problem Solving, Professional Education, Required Courses

An appraisal of medical education and college preparation for medicine was undertaken through public hearings and written submissions from 82 medical schools, 24 colleges, and 21 professional societies. Views and suggestions were provided on learning, clinical education, college preparation and admission to medical school, and faculty. It was suggested that despite the enormous amount of time devoted to instruction, medical school students are not necessarily prepared to be independent learners who can apply critical, analytic abilities to problem-solving. Concern was expressed regarding the emphasis on memorization of factual details and the need for faculty to identify essential concepts and principles. More small group instruction and more time for independent learning were also recommended. The contribution of computer technology

and overall impediments to change in medical education were also identified. The clinical component was characterized as permissive, often poorly-integrated, and frequently undersupervised. Another concern was the debate regarding a balanced preparation for medical school (i.e., sciences versus humanities). Greater recognition for the educational efforts of medical school faculty members was suggested in order to accomplish changes needed in the general professional education of the physician. (SW)

ED 240 920 HE 017 025
Miller, Scott E.

The National Commission on Student Financial Assistance: A Summary of Its Recommendations.

American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.

Pub Date—Jan 84

Note—5p; For related documents, see ED 228 926-938, ED 228 969-975, ED 234 730-734, ED 235 720, and ED 235 722.

Available from—American Council on Education, One Dupont Circle, Suite 800, Washington, DC 20036.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Accountability, Advisory Committees, *Federal Aid, *Financial Policy, *Government School Relationship, Graduate Students, Higher Education, Program Administration, *Student Financial Aid, *Student Loan Programs, Undergraduate Students

Identifiers—Blue Ribbon Commissions, *Guaranteed Student Loan Program, *National Comm on Student Financial Assistance

A brief overview of the recommendations of the National Commission on Student Financial Assistance is presented. The Commission was asked to answer 24 congressionally determined questions, and to report its findings on each within 2 years. Major findings and recommendations are presented concerning: satisfactory academic progress, the in-school interest subsidy that the federal government pays under the Guaranteed Student Loan (GSL) program, the insurance premiums charged to borrowers under the GSL program, the special allowance of the GSL, administration of student financial assistance programs, the impact of the student aid programs and their effect on student access and choice, graduate education student financing, and the appropriate balance between various types and sources of student aid. Findings include the following: no systematic effort was being undertaken to assess the standards currently being employed by postsecondary institutions; the enforcement of these standards was not being sufficiently monitored by the U.S. Department of Education; and the buying power of student financial assistance has been eroding and aid distribution patterns have been unbalanced. The titles, prices, and publication numbers of the seven Commission reports and 41 commissioned papers are listed. (SW)

ED 240 921 HE 017 026
Teitelbaum, Herta

Factors Affecting the Underachievement of Academically Able College Students.

Pub Date—Oct 83

Note—10p; Paper presented at the Joint Annual Conference of the Rocky Mountain Association for Institutional Research and the Southwestern Region of the Society for College and University Planning (Taos, NM, October 12-14, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Academic Advising, *College Freshmen, Grades (Scholastic), Higher Education, Institutional Research, *Student Motivation, *Underachievement

Reasons for the underachievement of 44 qualified college freshmen were studied. The students had above-average scores on the American College Testing program examination but earned below-average grades in their first year in college. They were invited to discuss their academic status and perceptions of college life with an academic advisor. It was found that for the majority of the respondents the main difficulty was the lack of appreciation for the demands of college-level work. Many students reported that they did not have the necessary self-discipline for independent learning and others were unable to balance their employment commitments with their academic responsibilities. The findings

have clear implications for orientation and freshman advisement. Perspective students could be alerted to typical problems for freshmen that may lead to serious academic difficulties in the early semesters of a student's life in college. (Author/SW)

ED 240 922 HE 017 027
Slomick, Henry B.

The Fargo Study Group: Faculty Helping Themselves to Improve Their Instructional Abilities.

Pub Date—Jan 84

Note—19p; Revision of a paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson Hole, WY, October 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Clinical Teaching (Health Professions), *Faculty Development, Higher Education, *Instructional Improvement, Lecture Method, *Medical School Faculty, *Professional Continuing Education, *Small Group Instruction, Teacher Effectiveness, Teaching Methods

The experiences of a group of seven physicians and medical school faculty who wished to improve their instructional capacities are described by the educational psychologist who led the study group. The participants held appointments at the University of North Dakota School of Medicine and had responsibility for teaching medical students in clinical settings. The participants rank ordered their goals and took part in planning decisions for the group. Through weekly meetings, the group discussed lecturing and small group instructional techniques. Some group members developed a form to be used in critiquing lectures, and individual members made presentations to the group and heard other group member's critical comments. The preparation of slides was identified as an area of interest for the group. During the 8 months of meetings, specific practical techniques were mastered, as were understandings of a more theoretical nature. Perspectives on the group's functioning are offered, and developmental stages of small groups, proposed by T. W. Tuchman, are reviewed. Reasons for the group's success are also identified, including the interest of the members in improving their teaching skills, the personal support provided by group members, and the strong emphasis on the practical. (SW)

ED 240 923 HE 017 028
Campbell, Jill F. Spiro, Louis M.

Focusing on a Neglected Component of the Student Selection Process: A Statewide Survey of High School Guidance Counselors.

Pub Date—[83]

Note—16p; Paper presented at the Annual Meeting of the North East Association for Institutional Research (10th, Hershey, PA, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, *College Choice, College Faculty, College Programs, College Students, Comparative Analysis, *Counselor Role, Educational Quality, Higher Education, *Institutional Evaluation, Institutional Research, Reputation, *School Counselors, State Surveys, *Student Recruitment

Identifiers—State University of New York Coll at Brockport

The contribution of high school guidance counselors during the information and inquiry stages of students' selection of a college was assessed. A statewide population survey of all high school counselors in New York yielded 660 usable responses (20 percent). Attention is focused on quality estimations of four criteria for 15 institutions. Quality assessments of faculty, programs, students, and selectivity were made for each of the 15 institutions. Regional and statewide comparisons were developed to allow monitoring changes in particular geographic areas of interest. From the survey data, a current image or college profile was developed to serve as a comparative baseline in successive years as the State University of New York College at Brockport attempts to increase standards and to improve the quality of its entering classes. Based on the findings, it was concluded that Brockport needs to improve its image among its clientele. College admission counselors can effectively enlist the assistance of high school guidance counselors to further their goal. (SW)

ED 240 924 HE 017 029

Shroyer, George

Montana University System Faculty Vitality Project.

Pub Date—Oct 83

Note—7p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson Hole, WY, October, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Curriculum Development, *Faculty Development, Higher Education, Multicampus Colleges, Program Evaluation, *State Colleges, *Teacher Exchange Programs, *Teacher Morale

Identifiers—*Montana University System

The Montana University system's faculty vitality project is described. One component of the project is faculty exchanges among the six units of the Montana system. Hampered in program development by small staffs and inadequate resources, and cut off from professional contacts by limited travel budgets, the faculty of three small colleges in particular have felt left out of the mainstream of academic life. Faculty exchange provides exposure to new concepts and professional challenges. Faculty reallocation and development is a second project focus, since faculty members may be reallocated from over-staffed departments/programs to those that are under-staffed. In some cases, the faculty will require some additional training. Additionally, released time for faculty has been provided for course and program development. Finally, one of the best faculty vitality projects has been its evaluation system. Faculty members from each of the six units have been chosen to serve on the evaluation team, which evaluates proposals and projects at different campuses. (SW)

ED 240 925

HE 017 031

Luna, Cynthia L.

The Role of Institutional Research and Planning Offices in Institutional Planning. Starting a New Planning Effort: A Case Study of the University of Texas Health Science Center at Houston.

Pub Date—Oct 83

Note—12p.; Paper presented at the Joint Annual Conference of the Rocky Mountain Association for Institutional Research and the Southwestern Region of the Society for College and University Planning (Taos, NM, October 12-14, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *College Planning, Educational Objectives, Higher Education, *Nursing Education, *Participative Decision Making, *Self Evaluation (Groups), Teacher Administrator Relationship, Teacher Attitudes, *Teacher Participation, *Teamwork

Identifiers—Institutional Mission, Strategic Planning, *University of Texas

The development of a 6-year strategic plan at the University of Texas Health Science Center at Houston School of Nursing is described. Major features of the plan include the organization of a planning task force with both faculty and administrative representation, a modified Delphi survey of faculty opinions about future directions for the school and the university, and extensive involvement of faculty in review and write-up of the school's future goals. Benefits of the planning process included the development of realistic and prioritized goals for the school, increased participation of faculty in programmatic and budgetary planning, and the preservation of administrative review and approval of final schoolwide priorities. Problems encountered during the process included evidence of discrepancies between faculty and administrative goals for the school, and problems associated with insufficient time allotted to conduct the process and to provide ample opportunities for extensive faculty discussion of final plans. Each 6-year plan was to include the information on: mission, the status of implementation of each goal, internal and external conditions that the school should address, descriptions of planned program changes, and a contingency plan. An overview of the mission of the nursing school is included. (Author/SW)

ED 240 926

HE 017 032

Tefagioris, Gebre Casey, Martha

UW-Madison's Enrollment Prospects for the 1980s and Early 1990s.

Pub Date—[83]

Note—52p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Enrollment Influences, *Enrollment Projections, Females, Higher Education, In State Students, *Long Range Planning, Minority Groups, Out of State Students, Population Trends, *Undergraduate Students

Identifiers—Scenarios, *University of Wisconsin Madison

Enrollment patterns for the University of Wisconsin, Madison, for the period 1983-1995 are projected. Three possible scenarios, each representing a different set of assumptions concerning factors that affect undergraduate enrollment, are presented. The projections are based on demographic and secondary school enrollment data, and on historical patterns in the institution's enrollment. The cohort-survival technique was employed. It is projected that the university's undergraduate enrollment will probably decline slowly over the next 10 to 12 years and then begin to increase again. The decline is smaller than would be expected by Wisconsin demographics and is built on the assumption that the proportion of 18-year-olds who attend the university will continue to increase, and that the nonresident undergraduate enrollment and nontraditional age enrollment will remain constant or increase. The use of more optimistic assumptions regarding the enrollment of women, minorities, nonresident students and older students projects an even smaller decline. Patterns in the enrollments of these subgroups are examined in detail. Graduate enrollment is projected to remain at approximately the current level. Statistics for projected enrollments are appended. (Author/SW)

ED 240 927

HE 017 033

Taylor, Elizabeth

A Study of Attrition in the Regents External Degree Program.

Pub Date—[83]

Note—13p.; Best copy available.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Persistence, Dropout Attitudes, *External Degree Programs, Higher Education, Institutional Research, *State Universities, Student Attitudes, *Student Attrition, Student Characteristics

Identifiers—*Regents External Degree, *State University of New York

Problems associated with determining attrition rates and causes of attrition in the Regents External Degree Program of the University of the State of New York were studied. Students were defined as having dropped out of the program if they had not paid their annual records fee (registration fee). Data are provided to compare attrition figures to the total number of active and graduated students. Inactive students were surveyed to determine why they had become inactive and how satisfied they were with the program. In addition, as part of a larger survey (1981 candidate/graduate study), information was collected on characteristics of inactive students, previous education, occupation, and views of selected program policies. In 1982, a survey form was sent to respondents of the 1981 candidate/graduate study to determine how they had progressed in their studies. Active candidates were categorized as those becoming inactive during the last year and those who had graduated during the last year. Finally, in 1983, students were surveyed as they become inactive. The findings of the surveys are summarized, and the most important reasons for being inactive are identified (e.g., finances, time) for students from five college degree programs. (SW)

ED 240 928

HE 017 034

Brozo, William G. And Others

A Study of Test-Wisdoms Clues in College and University Teacher-Made Tests with Implications for Academic Assistance Centers. College Reading and Learning Assistance Technical Report 84-01.

Pub Date—[84]

Note—17p.; Best copy available.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Instruction, Educational Research, Higher Education, *Multiple Choice Tests, *Teacher Made Tests, *Test Construction, *Test Wisdoms

A study was conducted to determine to what extent college teacher-made multiple-choice tests con-

tain test-wisdoms clues that can be used to identify correct answers. A sample of 43 undergraduate teacher-made examinations was obtained from two colleges and three universities. The sample included midterm and final examinations and quizzes. The tests were written by 36 faculty members, including 9 assistant professors, 23 associate professors, and 4 full professors. A total of 1,220 multiple-choice questions were evaluated based on 10 test-wisdoms criteria (Millman, et al., 1965). It was found that 44 percent of the items contained a test-wisdoms clue, and 70 percent of these items could be answered correctly by applying a clue. The clue discovered most often was "direct opposites" (i.e., writing an alternative directly opposite to the correct answer). The overall most successful clue was "key word association." It is suggested that college teachers need to consider how to avoid these clues when developing examinations. Implications for college personnel responsible for student academic improvement and faculty development are addressed. Explanations of the 10 test-wisdoms criteria are included, along with information on the data analysis procedures. (SW)

ED 240 929

HE 017 035

DiGrino, Bernard N.

The Undergraduate Internship: A Team Effort.

Pub Date—[84]

Note—8p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Role, *Experiential Learning, *Faculty Advisers, Higher Education, *Internship Programs, *Program Administration, *Staff Role, Student Experience, Student Responsibility, *Undergraduate Students

Components of successful internship programs for undergraduates are identified, along with the functions of the team who contribute to a successful internship. Principal team members are the faculty internship coordinator, the faculty supervisor, and the agency supervisor. The student will benefit from taking an active role in the placement process by researching prospective organizations, developing objectives, and preparing a resume. Weekly reports should be generated by the student, reviewed by the agency supervisor, and sent to the faculty supervisor. The faculty coordinator's responsibilities include monitoring placements, assigning faculty supervisors, and handling administrative details. The faculty supervisor maintains communication with the student and visits the student in the field at least once. The agency supervisor should meet with the intern on a regularly scheduled basis to assess progress and explore various topics of mutual interest. The student should be expected to assume a broad range of responsibility while observing meetings and leadership situations throughout the organizational hierarchy. The internship program associated with the recreation and park administration department at Western Illinois University is briefly noted. (SW)

ED 240 930

HE 017 036

Cornett, Lynn M.

Computers in Education: Implications for Schools and Colleges.

Southern Regional Education Board, Atlanta, Ga. Pub Date—Jan 84

Note—13p.

Available from—Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309.

Journal Cit—Regional Spotlight; v14 n4 Jan 1984

Pub Type—Collected Works - Serials (022) —

Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Literacy, Computer Programs, *Computer Science Education, *Elementary Secondary Education, Higher Education, *Microcomputers, Teacher Certification, *Teacher Education

Identifiers—United States (South)

The uses of computers in the classroom are discussed, and the implications of these uses in an information-based society are addressed. Three types of computer applications are examined: learning about computers and their relation to society, including computer programming; learning through computers, which includes drill-and-practice, diagnostic testing, and tutorial programs; and learning with computers, which is using the computer as a tool of instruction and creating an environment where learning may occur. Some fear that in the rush to include computers and computer literacy in

the school curriculum, the teaching of reading, writing, and mathematics will be put aside. Another issue is that access to computers in schools may differ along socioeconomic lines. The proportion of elementary and secondary schools having microcomputers for instruction is increasing in the 1980s. However, southern elementary schools are less likely to have a microcomputer than elementary schools outside the South. Colleges and universities are moving to include computer training for teachers at both preservice and inservice levels. Nationally, several states now have teacher certification in the area of computer education. To address the problems of inadequate software, district, state, and national level efforts are underway. (SW)

ED 240 931 HE 017 037

Rickes, Persis C.

Admission Standards: National Trends in Public Higher Education.

Connecticut State Board of Higher Education, Hartford.

Pub Date—May 83

Note—46p.

Available from—Connecticut State Department of Higher Education, 61 Woodland Street, Hartford, CT 06105.

Pub Type—Numerical/Quantitative Data (110) — Reports — Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Admission Criteria, Higher Education, National Surveys, Open Enrollment, Public Education, *Required Courses, *Standards, *State Boards of Education, *State Colleges, State Universities, Trend Analysis

Results of a survey of college admission standards in the United States are presented. In addition to providing information on current and proposed admission standards by state, the status of current and proposed admission standards of state governing/coordinating agencies is covered. Such agencies are classified into four categories: those that (1) establish minimum required standards, (2) currently recommend minimum standards, (3) have an open admissions policy, and (4) may recommend minimum standards. Institutional activities regarding admission standards are also covered. The information is presented in chart form as well as narrative summaries. It was found that admission standards are being reviewed and modified in half of the states. In most cases, the impetus for change apparently was emanating from the state agency level. The majority of changes in admission standards involved increasing the number of required academic courses, most often in the areas of math, science, and social science. Higher admission standards have been adopted by institutions in seven states, independent of any activity at the state level. An annotated bibliography of seven publications is included. (SW)

ED 240 932 HE 017 039

Gross, Ronald Gross, Beatrice

Independent Scholarship: Promise, Problems, and Prospects.

College Entrance Examination Board, New York, N.Y.

Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.

Report No.—ISBN-8-87447-164-8

Pub Date—83

Grant—G008005199

Note—77p.

Available from—College Board Publications, Box 886, New York, NY 10101 (\$7.95).

Pub Type—Reports — Descriptive (141)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Achievement, Agency Role, Employment Opportunities, Higher Education, *Human Capital, Institutional Characteristics, Needs Assessment, *Organizations (Groups), *Personal Autonomy, Professional Associations, *Professional Autonomy, *Professional Personnel, Professors, Scholarly Journals, *Scholarship, Social Networks

Identifiers—National Conference on Independent Scholarship

A 2-year project designed to identify and meet the needs of America's independent scholars is described. Project objectives were to: increase visibility and support for independent scholarship; learn more about independent scholars and their activities and organizations; identify the main problems and needs of independent scholars; stimulate greater institutional responsiveness; and encourage

self-organization of independent scholars. Vignettes of independent scholars are included that suggest that scholarship outside of academe has assumed a diversity of new institutional forms and organizational arrangements. Descriptions of 20 organizations outside academe are included. In addition, major problems faced by independent scholars are identified, including: released time, colleagueship, publishing opportunities/incentives, support service/facilities, and funding. An overview of the 1982 National Conference on Independent Scholarship is included, along with recommendations for the following groups: academe; humanities councils, foundations, and funding agencies; independent scholars and their organizations; learned societies; libraries; and the scholarly publishing community. Appendices include a list of conference participants and advisory committee members and an annotated bibliography. (SW)

ED 240 933 HE 017 041

Stahl, Norman A. And Others

Evaluative Criteria for College Reading-Study Research. College Reading and Learning Assistance Technical Report 84-02.

Georgia State Univ., Atlanta.

Pub Date—Feb 84

Note—13p.; To appear in G. L. Howell and M. D. St. Romain, "Innovative Learning Strategies, 1983-1984," Sixth Biennial Yearbook of the College Reading Improvement Special Interest Group of the International Reading Association.

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Adult Reading Programs, *College Instruction, Developmental Studies Programs, *Evaluation Criteria, Evaluation Methods, Higher Education, *Reading Research, Remedial Programs, *Remedial Reading, *Research Methodology, Research Skills, Sampling, Statistical Analysis, *Study Skills, Teaching Methods, Validity

Issues pertaining to research on college reading and study skills programs are analyzed, based on a literature review. It is suggested that before educators can provide quality instruction, they need to differentiate practices that are conducive to learning. Evaluative criteria are needed to make such decisions, as well as to design and evaluate experimental investigations. Particularly important are the following: (1) sampling considerations, including a representative study population, randomization, analysis of covariance, and internal validity; (2) independent variables; (3) training in the teaching technique under analysis; (4) instruments that are adequately described and appropriate to the task; and (5) data analysis techniques that are appropriate for the experimental design. To bridge the gap between practice and theory, cooperative research ventures between instructors and researchers must be undertaken. It is suggested that college reading staff need to: understand the contributing role of research, develop the skills necessary for evaluating and conducting studies, and continue to seek the institutional support (release time, seed money, assistants) necessary for conducting applied research. (SW)

ED 240 934 HE 017 043

Lincoln, Yvonna S. Tuttle, Jane

Centrality as a Prior Criterion.

Georgia State Univ., Atlanta.

Pub Date—Oct 83

Note—15p.; Paper presented at the Joint Meeting of the Association for the Study of Higher Education and the American Educational Research Association, Division J, (San Francisco, CA, October 19-21, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—College Curriculum, *College Programs, *College Role, Core Curriculum, Decision Making, Educational Assessment, Educational Demand, Educational Quality, *Evaluation Criteria, Higher Education, *Program Evaluation, Retrenchment

Identifiers—Institutional Survival, *Program Discontinuation

Program discontinuance at colleges and universities is often linked to issues of program demand and quality. However, neither low demand nor low quality is sufficient for program discontinuance without a judgment on the criterion of the centrality of the program to the institution's core mission. Colleges' retrenchment and survival mechanisms must: (1) be

selected from a wide range of possibilities that include short-, medium-, and long-term tactics; and (2) be congruent with a reaffirmed or newly-revised mission. To use the demand and quality criteria to the exclusion of centrality is to misunderstand the nature of colleges and universities. The steps ought to be: (1) recommit or revise the institutional mission; (2) design a curriculum directly related to the mission; and (3) compare the present curriculum with the ideal. In addition to the fact that consideration of demand and quality issues alone may lead to programmatically debilitating decisions, restricting programs to one institution within a region will lead to inequality of opportunity. The cost of attending an institution farther from home will keep some lower-income students out of certain programs or out of postsecondary education altogether. (SW)

ED 240 935 HE 017 044

Hogan, Thomas P. Hendrickson, Elizabeth

The Study Habits of Adult College Students.

Pub Date—Aug 83

Note—36p.; A project funded by the Metropolitan Life Foundation.

Pub Type—Reports — Research (143) — Tests/Questionnaires (160)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Adult Students, *Age Groups, *College Students, Comparative Analysis, Higher Education, Institutional Research, Interviews, Questionnaires, Student Problems, *Study Habits

The study habits of adult college students over age 25 were compared to a group of younger students at the University of Wisconsin, Green Bay. The younger students were matched with the older groups on four characteristics: sex, major field of study, semester credit load, and class standing. All 56 participants were undergraduate students (sophomores or juniors) who were registered for the fall 1982 term. The participants kept running records of their study habits, patterns, and difficulties for an academic year. In general, older and younger students showed similar patterns in terms of how much they studied, what activities were engaged in while studying, the time distribution, and places for studying. There was some evidence that older students studied slightly more per credit hour than did younger students. While the total number of difficulties encountered in studying were about the same for both groups, the character of the difficulties was noticeably different. Both older and younger students reacted very favorably to having a mixture of the age groups in their classes. Recommendations for working with adult students and suggestions for further study are offered. Appendices include interview schedules and a study log form. (Author/SW)

ED 240 936 HE 017 045

Weiler, Margaret Van Dusseldorp, Ralph

Attitudinal and Social Changes in Re-Emerging Academic Women.

Pub Date—[83]

Note—43p.

Pub Type—Reports — Research (143) — Tests/Questionnaires (160)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Adult Students, *Attitude Change, College Students, Employment Potential, Family Attitudes, *Females, Higher Education, High School, Equivalency Programs, Nontraditional Students, Questionnaires, *Reentry Students, *Self Esteem, Self Evaluation (Individuals), Spouses

The effects of returning to the classroom on the self-perception of women who had been away for some time and on the perceptions of their families were studied. A self-report survey was completed by three groups of women in different educational settings: 9 graduates of a general educational development high school diploma program; 11 graduates of an applied science degree at a community college; and 11 students in a master of education program at a university. Self-esteem, spousal perception, children's perception, and estimation of marketable skills were assessed on a pre-return, post-return attitudinal scale. It was found that returning to school precipitated changes in the woman's self-perception and in her family member's perceptions of her. Gain in self-esteem was the highest overall change. Each of the three groups rated an increase in estimation of marketable skills following return to school. The majority of respondents also felt that their return to the classroom had a significant impact on their lives. A literature review, a bibliography, and a questionnaire are included. (Author/SW)

ED 240 937 HE 017 046

*Bensimon, Estela, Comp.***ASHE Directory of Doctoral Dissertations.**

Association for the Study of Higher Education.

Pub Date—Mar 84

Note—40p.

Available from—ASHE, One Dupont Circle, Suite

630, Washington, DC 20036 (\$5.00).

Pub Type—Reference Materials - Directories/Cat-

alogs (132) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Administration, *College Curriculum, College Instruction, College Planning, *Doctoral Dissertation, *Educational Policy, Education Majors, Foundations of Education, Higher Education, *Institutional Research, *Postsecondary Education As a Field of Study, Scholarship

A directory of 173 doctoral dissertations in progress or completed in the early 1980s at 36 universities is presented that covers 7 areas related to the study of higher education. The directory was compiled by the ASHE Committee on Graduate Students, based on a survey of U.S. and Canadian professors of graduate programs in higher education. Each entry identifies the title of the dissertation, the author, the sponsoring professor, the university, and the date. The topical areas are as follows: organizational forms and ethos, administrative behavior and factors, policy and planning, environmental/external factors, academic processes and factors, curriculum/learning and teaching, and educational foundations. The names and addresses of authors willing to provide copies of their research proposal are included, along with a list of institutions participating in the dissertation survey. Summary data are appended on the characteristics of graduate students responding to the survey. Responses were received from 173 students from 36 universities with advanced programs in the study of higher education. Of the 173 respondents, all except three were completing requirements toward the Ed.D. or Ph.D. (SW)

ED 240 938 HE 017 047

*Haase, Patricia T.***Pathways to Practice. A Series of Final Reports on****the SREB Nursing Curriculum Project.**

Southern Regional Education Board, Atlanta, Ga.

Pub Date—[82]

Note—40p.; For related document, see ED 132

292.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bachelors Degrees, Clinical Experience, *College Programs, Curriculum Development, Educational Planning, *Education Work Relationship, Employment Opportunities, Higher Education, Individualized Instruction, Labor Supply, Learning Modules, Nurses, *Nursing Education, *Occupational Mobility, Orientation, Program Administration, *Statewide Planning

Identifiers—Nursing Curriculum Project (SREB)

Five final reports on the Nursing Curriculum Project of the Southern Regional Education Board are presented. The reports include (1) RN (Registered Nursing) Education: The Basic Issues; (2) Types of RN Programs; (3) Planning and Operating an RN Program; (4) Acclimating the Novice Nurse: Whose Responsibility? and (5) Statewide Planning for Nursing. A synopsis of SREB's Nursing Curriculum Project for 1972-1981 is provided, along with an outline on the characteristics and levels of nursing practice for primary and secondary care. Specific topics include the issues surrounding career mobility and educational opportunities for RNs and the current and future need for baccalaureate nurses. Six options for RN education are discussed: advanced standing in generic programs for baccalaureate students, "RN only" programs, outreach or satellite programs, competency-based education, independent study, and directly articulated programs. Effective planning and the operation of an RN program are covered, with attention to funding, the curriculum, challenge examinations, teaching strategies, and faculty. Additional topics include: the use of a modular, individualized learning system to help new graduates on the job, and results of demonstration projects in statewide planning for nursing education. (SW)

ED 240 939 HE 017 048

*Aiken, Eula***Strategy Planning in Continuing Nursing Educa-****tion.**

Southern Regional Education Board, Atlanta, Ga.

Spons Agency—Public Health Service (DHHS),

Rockville, Md. Div. of Nursing.

Pub Date—82

Grant—PHS-NU-24062

Note—101p.

Pub Type—Reports - Descriptive (141) —

Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Continuing Education, Cooperative Programs, Decision Making, Higher Education, *Needs Assessment, *Nursing Education, *Problem Solving, *Program Evaluation, *Regional Programs, Statewide Planning

Identifiers—Southern State University AR, *Strategic Planning

Corporate strategies that can be used in continuing nursing education programs are discussed, based on the Regional Action for Continuing Education in Nursing Education project. Attention is focused on strategies employed at Southern State University (SSU). A practical planning method was used to guide the process of corporate strategy formulation in the SSU continuing nursing education program. This method, which is used by executives in medium-sized and small companies, involves six steps: record the current strategy, determine existing problems, discover reasons for the problems, consider alternatives to solve the problems, evaluate the alternatives, and choose a new strategy. Forms that will aid in data collection and financial information on the nursing programs are appended. Sixteen fact sheets on the regional project are attached. Topics include: gerontological nursing, a consortium approach to statewide assessment of continuing education needs, historical information on regional action for continuing education in nursing, program evaluation, delivery and program models, statewide planning for continuing nursing education, contracting as a means of provider survival, associate degree programs, and the continuing education unit. (SW)

ED 240 940 HE 017 049

*Laughlin, J. Stanley***Attitudes, Administrative Styles, and Outcomes.**

American Association of Univ. Administrators,

Washington, D.C.; ERIC Clearinghouse on

Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—84

Contract—400-82-0011

Note—5p.

Available from—American Association of University Administrators, 1133 Fifteenth Street, Washington, DC 20005 (\$2.00).

Journal Cit—Administrator's Update; v5 n2 Spr

1984

Pub Type—Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, Administrator Role, *College Administration, Higher Education, *Interpersonal Competence, *Interprofessional Relationship, *Leadership Styles, *Organizational Climate, Productivity

The literature on administrative style is reviewed. Attention is directed to four basic concepts of administrative style: (1) the structured, classical, traditional model; (2) the participatory or employee-involved operation; (3) a more behavioral scientific style; and (4) the situational or environmental style. These ideas are more fully described, and it is proposed that even with various definitions of management styles in the literature, the key to a productive organizational system is the type of administrative style that directs the organization, not the organization that governs the people. If the organization is too autocratic, it may be because of the attitudes of the chief administrator. Based on the literature, a profile of an effective administrator is suggested. An effective administrator communicates well; establishes clear directions; can motivate subordinates through shared participation, rewards, and morale boosting; develops and maintains an openness with employees; strives for excellence; and recognizes subordinates' behavioral patterns. (SW)

ED 240 941 HE 017 050

*Adelman, Clifford***The Transition from Secondary to Postsecondary****Education: A Few Exemplary Programs.**

American Association for Higher Education, Wash-

ington, D.C.

Pub Date—Dec 83

Note—5p.

Journal Cit—AAHE Bulletin; v36 n4 p7-10 Dec

1983

Pub Type—Journal Articles (080) — Opinion Pa-

pers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Articulation (Education), *College Bound Students, College Curriculum, *College Preparation, College Programs, *College School Cooperation, High Risk Students, High School Students, Postsecondary Education, Program Descriptions, Secondary Education, Secondary School Curriculum, *Student Recruitment

Issues concerning school/college programs and the transition to postsecondary education are discussed, based on program information provided to the National Commission on Excellence in Education. A major concern was the use of time allocated for learning between ninth grade and the attainment of a postsecondary credential. The college/school programs involved time-condensed credentials, expansion of content within allocated time, college credits in high school, and similar approaches directed at the college-bound student. Another focal area was the raising of expectations through outreach and recruitment efforts. This involved a variety of prematriculation strategies designed to motivate and prepare disadvantaged, underprepared, and/or poorly counseled students for postsecondary education, to track them into demanding academic programs, and to recruit them into college. The final focal area was the development and exchange of academic personnel. These programs seek both to eliminate redundancies in the secondary and postsecondary curriculum and to enrich the content of the secondary school curriculum by using college faculty in secondary schools or through cooperative faculty development projects in specific academic disciplines. Seventeen brief descriptions of college programs are included. (SW)

ED 240 942 HE 017 051

*Frances, Carol***1984: The Outlook for Higher Education.**

American Association for Higher Education, Wash-

ington, D.C.

Pub Date—Dec 83

Note—5p.

Journal Cit—AAHE Bulletin; v36 n4 p3-6 Dec

1983

Pub Type—Journal Articles (080) — Opinion Pa-

pers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Trends, *Enrollment Trends, Futures (of Society), *Higher Education, *Inflation (Economics), Prediction, Research, *State Aid, Teacher Employment, Teacher Salaries, Trend Analysis

Identifiers—*College Costs

Trends affecting higher education and prospects based on these facts are considered, with attention to enrollment, inflation, ability to pay for college, state and local support, basic research, and employment in higher education. It is claimed that the most serious problem higher education has faced in the last decade has been inflation, not enrollment decline. Based on the number of 18- to 21-year-olds, it is suggested that 1984-1986 are the most likely years for enrollment decline. Over the last decade, academics lost comparatively more purchasing power than did workers generally, and there is currently increasing pressure to restore the purchasing power of faculty salaries. The financial difficulties families experience in paying for college are not likely to ease by much, while increased state support for higher education is likely to occur. There are some indications that higher education is in the process of losing its market share for basic research. There has been a shift in the employment structure on campus, with a growth in the employment of administrators. However, concern for the quality of education may result in the enhancement of the teaching function. (SW)

ED 240 943 HE 017 052

*Mentkowski, Marcia Doherty, Austin***Abilities That Last A Lifetime: Outcomes of the****Alverno Experience.**

American Association for Higher Education, Wash-

ington, D.C.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—Feb 84

Grant—NIE-G-77-0058

Note—7p; For related documents, see ED 239 556-566.

Journal Cit—AAHE Bulletin; v36 n6 p5-14 Feb 1984

Pub Type—Journal Articles (080) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alumni, *College Graduates, *College Students, *Competency Based Education, *Educational Benefits, Education Work Relationship, Higher Education, Institutional Research, Longitudinal Studies, *Outcomes of Education, Single Sex Colleges, *Student Development

Identifiers—Alverno College WI

The effect of an ability-based curriculum on student development was studied at Alverno College, a liberal arts women's college. Data were obtained from 990 participants representing students, alumnae, and working professionals who were not Alverno students. Sixteen research instruments were administered to a sample of 200 students over their 4 years of study; interviews were conducted with 80 students; and intensive study was undertaken with 60 individuals when they were seniors and 2 years later when they were alumnae. In addition, 100 corporate managers and 80 nurses were studied. The following results are discussed: students learn complex abilities, students become self-sustaining learners, students identified curricular elements most important to their learning, students came to value liberal learning, students changed on measures of personal growth, changes included broad generic abilities, student learning styles changed dramatically, students developed moral sophistication, both older and younger students changed their ways of thinking, alumnae and professionals stressed the importance of both intellectual and interpersonal abilities at work, abilities function as an organizing principle for role performance and career satisfaction, and alumnae experienced competence. (SW)

ED 240 944

HE 017 053

Edgerton, Russ

A College Education Up to Beating the Japanese. American Association for Higher Education, Washington, D.C.

Pub Date—Jun 83

Note—6p.

Journal Cit—AAHE Bulletin; v35 n10 p3-7 Jun 1983

Pub Type—Journal Articles (080) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Preparation, *College Role, Economic Climate, *Educational Philosophy, *Education Work Relationship, *Higher Education, Industry, *Labor Force Development, Productivity, Research, Retraining, School Business Relationship, Specialization, *Technological Advancement

The need for a new agenda for higher education is discussed. It is suggested that colleges need an informed vision of the kind of people needed to transform the economy. Higher education needs to ask whether late 19th-century models of education are appropriate for educating people for a 21st-century world of global competition. Five areas that colleges should be responsive to are as follows: the connection between research, technology, and productivity; what types of experts are needed; the connection between expertise and training in high school and college; the need for retraining adult workers; and the connection between higher education and the changing nature of work. Four directions that affect the level or kind of general preparation people need pertain to: the predominance of standard type industries; the rate of growth of science and technology; the effect of technology on the nature of the work force; and the changing characteristics of the work environment. These future prospects have implications for the education agenda, including the following: there is a need to produce substantial numbers of people who can turn regular industries into productive enterprises; managers and workers are needed who will promote technological change; and educational requirements must correspond to the need for technologically-literate workers. (SW)

ED 240 945

HE 017 054

Strange, John H.

Preparing for Today Tomorrow: Faculty Training for the New Technologies.

American Association for Higher Education, Washington, D.C.

Pub Date—Oct 83

Note—6p.

Journal Cit—AAHE Bulletin; v36 n2 p10-14 Oct 1983

Pub Type—Journal Articles (080) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer Oriented Programs, *Educational Change, *Educational Technology, *Elementary Secondary Education, *Futures (of Society), *Microcomputers, *Postsecondary Education, Prediction

Predictions about the use of new technologies in education are discussed, along with 10 mistakes that many higher education practitioners are likely to make. Events predicted to occur by 1985 include the following: 80 percent of all secondary and postsecondary students will own their own computers; 20 percent of all postsecondary faculty, 25 percent of all secondary faculty, and 30 percent of all elementary faculty will own their own computers; 60 percent of all students in grades 1-8 will be regularly using computers at home, in school, or both; and 40 percent of all postsecondary students and 20 percent of all postsecondary faculty will be regularly using word processors. Predictions by 1987 are also included. The mistakes that are projected include the following: higher education will probably continue to emphasize larger, institutionally-owned technologies as opposed to the new personal technologies; colleges will wait too long to adopt the new technologies; it will be required that everyone learn a computing language (rather than how to use the new technologies); the impact on the educational organization will not be anticipated; too many students will be steered to technology fields; faculties will continue to be organized around disciplines, the teaching of facts, and grading based on factual acquisition; and the use of computers as tutors will be overemphasized. (SW)

ED 240 946

HE 017 055

Bucci, Frank A.

Taking Stress in Stride: How Do College Administrators Cope?

American Association for Higher Education, Washington, D.C.

Pub Date—Dec 83

Note—5p.

Journal Cit—AAHE Bulletin; v36 n4 p11-14 Dec 1983

Pub Type—Journal Articles (080) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, *College Administration, *Coping, Goal Orientation, Higher Education, Mental Health, Psychological Patterns, Relaxation Training, *Stress Variables, Well Being, *Work Attitudes

The causes of stress for college senior-level administrators and their coping approaches were studied, based on discussions with 60 administrators from 44 institutions in the United States and England. Four sources of stress were identified: stress from the general environment, stress from job-related but external sources, stress from internal and/or psychological sources, and stress stemming from student encounters. The administrators adopt an attitude of reality acceptance toward the external dimensions of stress, be they general to the environment (e.g., wider political or social developments), or higher-education related but external to the institution (e.g., a state regulation or collective-bargaining contract). It is the internal/psychological and student-related stressors that they attempt to address. Six types of coping mechanisms include: development of a healthy lifestyle, development of personal and professional support systems, adoption of effective time management techniques, perception of change as challenge, development of a stress game plan, and development of a positive attitude. Developing a healthy lifestyle alone does not eliminate stress, but it helps people cope and provides a base for further strategies. Developing a positive attitude toward life and work is recognized as the best strategy for dealing with stress. (SW)

ED 240 947

HE 017 056

Tucker, Marc S. Ed.

Computers on Campus: Working Papers.

American Association for Higher Education, Washington, D.C.

Pub Date—83

Note—44p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 (\$4.60 postpaid).

Journal Cit—Current Issues in Higher Education; n2 1983-1984

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Instruction, *Computer Assisted Instruction, *Computer Oriented Programs, Higher Education, Industry, *Microcomputers, Optics, School Business Relationship, Technical Institutes, Technological Advancement

Identifiers—Brown University RI, Carnegie Mellon University PA, Colorado State University, Massachusetts Institute of Technology, Milwaukee Area Technical College WI, University of Illinois, University of Maryland

Papers on the acquisition and use of computers and telecommunications systems by colleges and universities are presented ("Information Technology: Instruction Is the Issue—An Introduction"; "The 'Star Wars' Universities: Carnegie-Mellon, Brown, and M.I.T."; and "Instruction and the Computer"). The first section describes developments at Carnegie-Mellon University, Brown University, and the Massachusetts Institute of Technology, which all have large investments in information technology. While the level of investment involved is too high for most colleges, the experiences of these three universities may be valuable to others, particularly with respect to issues of institutional planning and management. Ways that computers might be used to improve teaching and learning are also considered, based on proposals funded by the Fund for the Improvement of Postsecondary Education. Applications of the computer to instruction include: using computer simulations of light sources and detectors to introduce the beginner to optics at the University of Maryland, incorporating microcomputers into the curriculum at Colorado State University, the use of computers with hypertext-based systems at the University of Illinois, and Milwaukee Area Technical College's proposal to develop a new resource center and curriculum to support the needs of automation and manufacturing and metal working industries. (SW)

ED 240 948

HE 017 057

Rehne, Mary Ann F. Ed.

Liberal Learning and Career Preparation.

American Association for Higher Education, Washington, D.C.

Pub Date—82

Note—54p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 (\$4.60 postpaid).

Journal Cit—Current Issues in Higher Education; n2 p1-48 1982-1983

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Career Counseling, *Career Education, *College Programs, Curriculum Development, Economic Factors, *Faculty Advisers, Higher Education, *Humanities, Internship Programs, *Liberal Arts, Program Descriptions, Teacher Role

Five articles that address the merger of liberal learning and career preparation at the college level are presented, along with brief descriptions of 64 career preparation programs for liberal arts students, and an annotated bibliography of 33 documents in the ERIC system on liberal learning and career education. Article titles and authors are as follows: "Liberal Learning and Career Preparation: An Introduction" (Mary Ann F. Rehne); "The Economy and the College Student" (W. Ed White-law); "Careers, Competencies, and Liberal Education" (H. Bradley Sagen); "Creating a Career Preparation Program: A Political Approach" (John J. Agria); and "Career Advising for Liberal Arts Students: Faculty Roles" (David R. Hiley). Considerations in these articles include the following: how the humanities can best prepare college students to meet the demands of the economy; the use of career counseling, internships, and curricular changes to integrate liberal learning and career preparation; considerations in creating career preparation programs; and faculty roles and responsibilities in career advising for liberal arts students. The program descriptions include the name and address of the program's contact person. (SW)

ED 240 949

HE 017 058

Degrees Conferred by Connecticut Institutions of Higher Education, 1982-83. Research Report

R-1-84.
Connecticut State Board of Higher Education,
Hartford.

Pub Date—Feb 84

Note—17p; Some tables will not reproduce well
due to small print.

Available from—Connecticut Board of Governors
for Higher Education, 61 Woodland Street, Hart-
ford, CT 06150.

Pub Type—Numerical/Quantitative Data (110) —
Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Associate Degrees, Bachelors De-
grees, College Graduates, *Degrees (Academic),
Females, Graduate Students, *Higher Education,
Intellectual Disciplines, *Majors (Students),
Males, Masters Degrees, Minority Groups, Pri-
vate Colleges, State Colleges, Undergraduate Stu-
dents

Identifiers—*Connecticut

Data and narrative information on degrees con-
ferred by Connecticut colleges and universities in
1982-1983 are presented. Information is also pre-
sented on degrees conferred by discipline, level, gen-
der, and minority status. Trends include the fol-
lowing: 26,712 degrees were conferred in
1982-1983 by Connecticut colleges; the total num-
ber of degrees conferred was up in the independent
sector but down in the public sector; in comparison
to 1981-1982, the number of awards in engineering
grew the most, followed by business and manage-
ment; the largest decline was in education; in the
same 1-year period, the discipline showing the large-
est rate of growth was computer and information
sciences; the largest rate of decline was in library
science, followed by education; the number of bachel-
ors degrees conferred declined slightly from 1
year earlier; women received over half of all awards
at the master's level and below, and one-third of all
degrees at the doctorate and first-professional lev-
els; minority students received 6.3 percent of all
awards in 1982-1983, up from 5.6 percent in
1980-1981; and minorities were best represented at
the first-professional level, receiving 8.2 percent of
all such awards in 1982-1983. (SW)

ED 240 950 HE 017 059

Davis, Christine K. And Others

Employment Survey of 1982 Graduates of Ontario

Universities: Summary Report.

Ontario Ministry of Colleges and Universities, Tor-
onto.

Report No.—ISBN-0-7743-8910-9

Pub Date—83

Note—55p.

Available from—Publication Centre, 880 Bay
Street, 5th Floor, Toronto, Ontario, M7A 1N8,
Canada or from Publication Sales, The Ontario
Institute for Studies in Education, 252 Bloor
Street West, Toronto, Ontario, M5S 1V6 (\$3.00).
Journal Cit—Review and Evaluation Bulletins v4
n7 1983

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Graduates, *Educational
Background, *Education Work Relationship,
*Employment Experience, Foreign Countries,
Graduate Studies, Higher Education, Job Appli-
cation, *Majors (Students), Relevance (Educa-
tional), Student Characteristics

Identifiers—Canada, *Ontario

Results of a survey of 1982 graduates from On-
tario, Canada, universities are presented. Informa-
tion was collected on demographic and background
characteristics of the graduates, degree level, major,
type of program, decisions for further education,
job-search procedures, employment experiences,
employment status, initial and subsequent occupa-
tional choices, starting and current salaries, job sat-
isfaction, migration, and parents' education. The
educational qualifications of holders of 3-year bachel-
or's degrees did not appear to relate very closely to
their jobs, while the qualifications of recipients of
1-year Bachelor of Education and first professional
degrees did appear to relate closely to their jobs.
Graduates in fine and applied arts, humanities, and
social sciences had less success in translating their
educational qualifications into jobs in their fields,
while those in health professions and occupations did
well in this regard. Those in engineering and
applied sciences did well on several measures of job
relevance. The unemployment rate in spring 1983
was 12.7 percent for male graduates and 9.3 percent
for female graduates. Approximately 21 percent of
the 1982 graduates were enrolled as full-time stu-
dents. (SW)

ED 240 951 HE 017 060
On Campus with Women. [Fall 1983 and Winter
1984]

Association of American Colleges, Washington,
D.C. Project on the Status and Education of
Women.

Pub Date—84

Note—29p.

Available from—Project on the Status and Educa-
tion of Women, Association of American Col-
leges, 1818 R Street, N.W., Washington, DC
20009.

Journal Cit—On Campus with Women; v13 n2-3
Fall 1983-Win 1984

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Affirmative Action, Blacks, College
Faculty, College Presidents, College Students,
Court Litigation, Employment Practices, Equal
Opportunities (Jobs), Federal Government, *Fe-
males, *Governments, School Relationship, Higher
Education, Nontraditional Occupations, Person-
nel Policy, Salaries, *Sex Discrimination, *Sexual
Harassment, *Women Faculty, *Womens Educa-
tion, Womens Studies

Identifiers—Reagan Administration, Women Col-
lege Presidents

Developments in education, employment, and the
courts concerning the status of women are covered
in these two newsletter issues. Topics include the
following: sexual harassment at colleges and univer-
sities, attitudes toward women on campus, campus
rape, the scope of coverage of Title IX, sex bias
rulings, the Reagan Administration's position on the
Women's Educational Equity Act Program, testimo-
ny concerning the effect of the Equal Rights
Amendment on higher education, scholarships for
older students, the Equal Pay Act, salary differences
between female and male faculty, antidiscrimination
laws pertaining to not hiring women because of
pregnancy, enrollment trends for minorities, the cli-
mate for women students outside the classroom,
women and science, developments concerning
black women in academe and the professions, con-
ferences on black studies/women's studies, a direc-
tory of Hispanic women in psychology, resources
for integrating the study of women into the college
curriculum, women's studies programs, resource
materials on women and careers, research on
women through a national network, a bibliography
on women and employment, a job rights guide for
women, a program of student research on women,
and sexism in the media. The Fall issue includes an
editorial by Judy Mann on the Reagan Administra-
tion's actions affecting women. A letter about sexual
harassment from a Harvard University dean to fac-
ulty members is included in the Winter issue that
considers the teaching environment and certain dif-
ficulties that can arise between instructors and stu-
dents collectively, possible difficulties in the
relationships between individual instructors and
students, and kinds of faculty behavior that will pro-
duce formal disciplinary action. (SW)

ED 240 952 HE 017 061

Nelson, Glenn M., Comp. Crosson, Patricia H.,
Comp.

Higher Education Program Descriptions.

Association for the Study of Higher Education.

Pub Date—Mar 84

Note—72p.

Available from—ASHE, One Dupont Circle, Suite
630, Washington DC 20036 (\$5.00).

Pub Type—Reports - Descriptive (141) — Refer-
ence Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Faculty, College Programs,
Comparative Analysis, Degrees (Academic),
*Doctoral Programs, *Education Majors, Gradu-
ate Students, Graduate Study, Higher Education,
*Institutional Characteristics, Masters Programs,
*Postsecondary Education As a Field of Study,
Program Descriptions

A compilation of descriptions of graduate pro-
grams in the field of higher education is presented
as prepared by the ASHE Committee on Curricu-
lum, Instruction and Learning. The report is based
on a survey of the 92 directors of masters and doc-
toral programs in higher education in the United
States and Canada. For each of 65 respondents,
one-page information sheets provide a description
of the program, data on the number of faculty and
of masters-level and doctoral students, information
on the degrees offered, and program emphasis, and
identification of the following: the school, the name

of the program, the director, the director's title, and
the school's address and phone number. Among the
schools are the following: University of Arizona,
Arizona State University, University of Arkansas,
Claremont Graduate School, Stanford University,
University of California-Los Angeles, University of
Southern California, University of Denver, Univer-
sity of Connecticut, American University, George
Washington University, Florida Atlantic Univer-
sity, University of Florida, University of Georgia,
Illinois State University, Loyola University of Chi-
cago, Southern Illinois University at Carbondale,
University of Chicago, Ball State University, Indi-
ana University, University of Kansas, University of
Kentucky, University of Maryland, Boston College,
Northeastern University, University of Massa-
chusetts, University of Michigan, Michigan State
University, Western Michigan University, Univer-
sity of Minnesota, University of Mississippi, Saint
Louis University, and the University of Missouri.
(SW)

ED 240 953 HE 017 064

Quay, Richard H. Olevnik, Peter P.

The Financing of American Higher Education: A

Bibliographic Handbook.

Report No.—ISBN-0-89774-047-5

Pub Date—12 Apr 84

Note—153p.

Available from—Oryx Press, 2214 North Central at
Encanto, Phoenix, AZ 85004 (\$27.50) postpaid.

Pub Type—Reference Materials - Bibliographies
(131) — Books (010)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Budgeting,
Collective Bargaining, *College Faculty, College
Programs, Compensation (Remuneration), Cost
Indexes, *Economic Factors, Educational Econo-
mics, *Educational Finance, Enrollment Pro-
jections, Faculty Workload, Financial Policy,
*Financial Support, *Higher Education, Private
Colleges, Retrenchment, School Maintenance,
State Colleges, Statewide Planning, Tuition, Un-
ions

Identifiers—United States

An annotated bibliography of more than 1,100
scholarly publications concerning the financing of
American higher education during 1960-1981 is
presented. The greatest emphasis is on works pub-
lished in the last decade, including books, articles,
reports, studies, and theses on paper or microform.
The following topics representing financial con-
cerns and questions are addressed: the political
economy of American higher education; institu-
tions, programs, and coalitions; human resources;
and research, planning, and policy development.
Specific topics include: higher education costs, ben-
efits, and outcomes; federal and state aid; private
philanthropy and fund raising; budgeting at the state
and institutional levels; financial issues at private
versus public institutions; financial issues affecting
graduate and professional education; state master
planning; faculty and staff compensation and ben-
efits; faculty unions and collective bargaining; faculty
workloads; tuition and student aid; physical plant
operations; enrollment projections, price indexes
and costs analysis; and retrenchment. In addition to
the annotated entries, a foreword by John D. Mil-
lett, a list of additional sources of information, an 1
list of higher education financial data sources are
provided, along with author and subject indexes.
ERIC accession numbers are cited where applica-
ble. (SW)

ED 240 954 HE 017 065

O'Neill, Joseph P. Grier, Phillip M.

Financing in a Period of Retrenchment: A Primer

for Small Colleges.

National Association of Coll. and Univ. Attorneys,

Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date—84

Note—86p.

Available from—National Association of College
and University Attorneys, One Dupont Circle,
Suite 620, Washington, DC 20036 (\$8.00 mem-
ber; \$10.00 non-member).

Pub Type—Guides - Non-Classroom (055) —

Books (010)

Document Not Available from EDRS.

Descriptors—Educational Finance, Employment
Practices, Expenditures, Financial Support,
Higher Education, Income, *Money Manage-
ment, *Operating Expenses, Personnel Policy,
*Real Estate, *Retrenchment, *Small Colleges,
*Student Financial Aid, Teacher Dismissal,

Teacher Retirement, Tenured Faculty Identifiers—Bankruptcy, Debt (Financial)

Perspectives concerning the effective use of a small college's resources and assets in a time of declining government support and decreasing enrollments are presented. Attention is directed to improving cash flow, staff reduction and early retirement, external sources of long-term financing, college financial student aid, and managing real estate assets. Specific topics concerning cash flow include: renegotiation of debt payments to the federal government, enrollment decline and debt refinancing, application of reserve accounts and substitution of collateral, reorganization under Chapter 11 of the Bankruptcy Code, cooperation and cost effectiveness, reducing health insurance costs, and income from intangible assets. Additional topics include: financial exigency and termination of tenured faculty, early retirement incentives, midcareer transition programs, phased or gradual retirement programs, financing energy conservation measures, state agency financing and industrial revenue bonds, industrial revenue bonds, tuition pricing and student financial aid, cash-flow sacrifice and student aid, external sources for student loan financing, income producing options for surplus facilities, alternate use of federally-financed facilities, and unrelated business income and tax-exempt status. (SW)

ED 240 955 HE 017 066

Shaw, Rebecca Cramer, Don G.
A Theoretical Model of Student-Faculty Interactions.

Pub Date—[84]

Note—22p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Environment, Higher Education, Models, Self Esteem, Student Attitudes, Student Characteristics, *Student College Relationship, *Student Participation, *Student Teacher Relationship, Undergraduate Students. Student characteristics related to out-of-class interactions with faculty were studied. Interviews with 26 undergraduate students focused on the following topics: students' college and life goals, interpersonal relationships, relationships with faculty, undergraduate activities, self-image, approach to education, and feelings about college. A grounded theory approach was used to discover several categories and properties associated with students' patterns of interaction with faculty. These categories were used to develop a theoretical model that predicts and explains students' frequency and type of interaction with faculty. From this model, a more general theory was developed that can be generalized to other college environments. This theory explains students' patterns of interaction with faculty in terms of three main variables: self-esteem, perception of the environment, and involvement in college life. It was found that the more involved students are in all aspects of the college, and the more positively they perceive themselves and the college environment, the more likely they are to seek informal, out-of-class interactions with professors. (Author/SW)

ED 240 956 HE 017 067

Belanger, Charles H., Ed.
The University as an Open System. Proceedings of the Annual Forum of European Association for Institutional Research (5th, Maastricht, The Netherlands, August 17-19, 1983).

European Association for Institutional Research.
Pub Date—Aug 83

Note—176p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Education, Adult Students, *College Faculty, Comparative Education, *Financial Problems, *Foreign Countries, Higher Education, *Institutional Research, Private Financial Support, Program Evaluation, Researchers, *Retirement, Urban Universities. Identifiers—Michigan State University, *Netherlands, Sheffield City Polytechnic (England), *United Kingdom.

The university as an open system is addressed in 13 papers and 12 abstracts of papers from the 1983 forum of the European Association for Institutional Research. Topics are as follows: program review, analysis of faculty outcomes and characteristics, manpower planning in Dutch universities, adult education in the United Kingdom, outside funding,

and international institutional comparison. Titles and authors include the following: "A Political/Democratic Model of the University as an Open System" (Donald E. Walker); "Institutional Research as a Profession: A Review of the 1979-83 Years" (F. Craig Johnson); "Program Review at Michigan State University during the Fiscal Exigency of FY 1980-81: A Case Study" (William A. Simpson); "Relations between Age, Mobility and Productivity of Academic Researchers" (Arie van Heeringen); "Some Examples of Differentiation within the Dutch Academic Staff between 1959 and 1973" (Peter G. M. de Rooij); "Adult Education: An Overview and Some Aspects of Research at Sheffield City Polytechnic" (Douglas Thacker); and "Private Support for Higher Education" (Ben J. Tuchi, Susan Shamin, Teresa M. Lewis); and "The Urban, State-Supported University in the United States and The Netherlands: A Comparative Analysis" (Frank G. Dijkman, John A. Muffo). (SW)

ED 240 957 HE 017 068

Teach, Renato

Adult Learners as Perceived by Their Faculty.

Pub Date—Feb 84

Note—10p; Paper presented at the Annual Meeting of the California Educational Research Association (Los Angeles, CA, November 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Adult Students, *College Faculty, External Degree Programs, Failure, Graduate Students, Higher Education, Role Perception, *Student Characteristics, Student Teacher Relationship, *Success, *Teacher Attitudes.

The first phase of a longitudinal study conducted at the Fielding Institute investigated the circumstances or characteristics that lead to success for adults in an external graduate degree program, based on interviews with 16 faculty members. Respondents were given a set of cards naming students they knew well. The faculty sorted the cards into groups according to some dimension of student similarity, with the first sorting to be based on a vaguely described criterion of "academic performance." Groups were usually arranged along a continuum from negative to positive, permitting inferences about characteristics considered desirable or undesirable. Faculty interpretations of "academic performance" differed; a list of these interpretations is appended. The second sorting was based on the criterion that first came to mind, which was hypothesized to be connected to what is most important to the interviewee. Descriptions of those criteria are also appended. Preliminary analysis confirmed that patterns existed in the way faculty perceive their students. Four clusters of student characteristics seemed most important to faculty: (1) a productive, rich, and well-organized intellectual life; (2) compatibility in style with the faculty member; (3) self-directedness and ability to use all available resources; and (4) professional competence. (SW)

ED 240 958 HE 017 069

Grove City College et al. v. Bell, Secretary of Education, et al.

Supreme Court of the U. S., Washington, D.C.

Pub Date—84

Note—53p; Docket No. 82-792. Argued November 29, 1983, decided February 28, 1984.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Programs, *Compliance (Legal), *Court Litigation, *Federal Aid, Government School Relationship, Higher Education, Legal Responsibility, *Sex Discrimination, *Student Financial Aid.

Identifiers—Grove City College PA, *Grove City College v. Bell, *Supreme Court, Title IX Education Amendments 1972.

The text of a Supreme Court case that determined whether Title IX of the Education Amendments of 1972 applies to Grove City College is presented. The opinion was written by Justice White. Title IX prohibits sex discrimination in educational programs or activities receiving federal financial assistance, and stipulates that assistance to a program be terminated when noncompliance is found. Grove City College accepts no direct assistance but enrolls students who receive federal grants that must be used for educational purposes. It was held that Title IX coverage is not foreclosed merely because federal funds are granted to the students rather than to

the college's educational programs. However, the receipt of federal student financial aid by some of the college's students does not trigger institution-wide coverage under Title IX. In purpose and effect, federal student aid represents financial assistance to the college's own financial aid program, and it is that program that may be regulated under Title IX's nondiscrimination provision. The fact that federal funds eventually reach the college's general operating budget cannot subject it to institution-wide coverage. A refusal to execute a program-specific assurance of compliance warrants the department's termination of federal assistance to the student financial aid program. (SW)

ED 240 959 HE 017 072

The Utility of HEGIS Data in Making Institutional Comparisons. Postsecondary Education Research Reports.

Maryland State Board for Higher Education, Annapolis.

Pub Date—30 Aug 83

Note—13p.

Available from—Maryland State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Comparative Analysis, *Degrees (Academic), *Educational Finance, Enrollment Trends, Higher Education, Institutional Characteristics, *National Surveys, Records (Forms), *Statistical Data, Teacher Salaries.

Identifiers—*Higher Education General Information Survey, Maryland, *Peer Institutions.

The utility of data from the Higher Education General Information Survey (HEGIS) in making institutional comparisons between Maryland institutions and peer institutions is discussed. The Maryland State Board for Higher Education makes institutional comparisons as part of its studies on peer institutions. Information is provided on differences among states and among institutions in reporting on four of the HEGIS forms: finance, faculty salaries, enrollment, and degrees-awarded. Attention is directed to the following problems of comparability with HEGIS data: universe definition, funding differences, and reporting problems. The analysis is based on discussions with representatives from California, Illinois, Michigan, North Carolina, Texas, Virginia, Wisconsin, and Maryland. The majority of problems were related to the HEGIS finance forms. However, the problems associated with the use of HEGIS data in comparing institutions do not negate the use of HEGIS data. Suggestions are offered for changing the instructions to the HEGIS finance form to enhance the usefulness of information for researchers and others using these data. (SW)

ED 240 960 HE 017 073

Follow-Up Survey of the 1981 Bachelor's Degree Recipients from Maryland Public Institutions.

Maryland State Board for Higher Education, Annapolis.

Pub Date—Feb 84

Note—81p.

Available from—Maryland State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Aspiration, *Bachelors Degrees, College Attendance, *College Graduates, *Education Work Relationship, *Employment Experience, Employment Level, Followup Studies, *Graduate Surveys, Higher Education, Occupational Aspiration, Questionnaires, State Colleges.

Identifiers—*Maryland.

Results of a survey of 1981 bachelor's degree recipients at Maryland's public four-year institutions, which was conducted about 1 year after graduation, are presented. Information is provided on post-graduation educational activities, their employment and occupational status, and their achievement of goals. Findings include the following: 57 percent of the respondents graduated from the same school where they first entered, 25 percent had transferred from a two-year institution, and 18 percent had transferred from another four-year school; 79 percent of the respondents planned to complete a higher degree; three-fourths of the graduates were employed full-time and 13 percent were employed part-time; 84.6 percent of the full-time employed

graduates were working in professional or technical occupations; 91 percent of respondents who were employed full-time had obtained their jobs within 8 months of graduation; half of the respondents working full-time reported that their job was directly related to their undergraduate majors, while another 30 percent said that it was somewhat related; and the median salary reported by graduates employed full-time was \$15,689. Statistical results and the survey instrument are included. (SW)

ED 240 961 HE 017 074

Access to Student Loans. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress, First Session.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
Pub Date—20 Sep 83
Note—103p; Some pages may not reproduce well due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Access to Education, Accountability, *Agency Role, *Banking, Capital, *Competition, *Credit (Finance), *Financial Needs, Hearings, Higher Education, Law Schools, Private Agencies, Public Agencies, *Student Loan Programs
Hearings are presented on the proliferation of interstate guarantee arrangements in the area of student loans, and the effect of such arrangements on student access to loan capital. Topics include: the desirability of establishing territorial monopolies for student loan guarantee agencies, the views of the Higher Education Assistance Foundation and the United Student Aid Funds organization concerning the proposal to prohibit lending or guaranteeing loans across state borders, views on Utah's Law School Assured Access Program, and results of a study of the coordination of interstate activities in lending and loan guaranteeing. A primary concern of the hearings is whether state guaranteed agencies are meeting the borrowing needs of students, as specified in the Higher Education Act. Questions are raised concerning public accountability of private lenders, whether better services could be provided to the public through multiple guarantors in a state, and whether new proposals would erode participation by the smaller size lender. Additional topics include participation by United Negro College Fund colleges in the Citibank higher education assistance foundation program, and the role of the Law School Admissions Council in assuring that students accepted to law school will have the resources to attend. (SW)

ED 240 962 HE 017 075

The Collegiate Student-Athlete Protection Act of 1983. Hearings before the Committee on the Judiciary, United States Senate, Ninety-Eighth Congress, First Session on S. 610.
Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.
Pub Date—May 83
Note—217p; Some pages may not reproduce well due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Academic Persistence, *Athletes, Athletics, College Graduates, *College Students, *Eligibility, Federal Legislation, Hearings, Higher Education, Organizations (Groups), *Public Policy, Recruitment

Identifiers—*College Athletics, *Professional Athletics, *Proposed Legislation

Hearings are presented on the Collegiate Student-Athlete Protection Act of 1983, a bill designed to encourage college student-athletes to complete their undergraduate education before becoming professional athletes. This legislation addresses the relationship between professional sports league eligibility rules and the antitrust laws. The eligibility requirements are based on elapsed time from high school graduation. The legislation makes clear that professional sports leagues and associations have the legal authority to promulgate rules regarding recruiting and eligibility without being faced with antitrust charges. The proposed legislation was prompted by the signing of the University of Georgia's football star, Herschel Walker, by a member team of the United States Football League. The scope of the hearings is confined to the public policy issue of whether antitrust laws should bar profes-

sional teams from policing themselves. The effect, however, is a broader public policy issue—whether college athletes will, at the least, be free from pressure to abandon their education. While Congress cannot force athletes to follow this course, it can provide the most favorable environment for doing so. Witnesses include representatives of professional leagues and associations, athletes, and a sports attorney. (SW)

ED 240 963 HE 017 076

Final Report on a Program to Expand Research Participation of Faculty and Students at the Atlanta University Center.
Atlanta Univ., GA. Graduate School of Education.
Spons Agency—National Inst. of Education (ED), Washington, DC. Minorities and Women's Programs.

Pub Date—Nov 83

Grant—NIE-G-79-0055

Note—14p; Best copy available.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Black Teachers, *College Faculty, *College Students, Higher Education, *Professional Development, *Research Opportunities, Research Proposals, *Research Skills, Schools of Education, Seminars, Teamwork
Identifiers—*Atlanta University GA

A project to expand the participation in research by the education faculty of the member institutions in the Atlanta University Center is described. The primary objective was to provide an opportunity for black scholars to participate in research with emphasis on issues confronting black communities in the 1980s. The focus was to enhance the research skills of the scholars and to create a positive climate to promote research activities. Five research teams were organized, with a total of 13 faculty members and eight students. In addition to team research activities, six seminars/workshops were sponsored. A 90 percent participation level by faculty and students was achieved. Outcomes of these activities include the following: four proposals were written and submitted to outside agencies for funding; participants took part in faculty development activities (e.g., postgraduate courses) for the purpose of enhancing their research skills; one participant presented a paper at a national conference on blacks in higher education; the faculty retreat research activity has been institutionalized; and a new curriculum for preparing teachers has been instituted. Information on seminar topics and presenters as well as the work agenda and participants of the research teams is appended. (Author/SW)

ED 240 964 HE 017 077

Myers, Michael M.
Degrees Awarded in the Nation and the South, by Race, 1980-81.

Southern Regional Education Board, Atlanta, GA.
Pub Date—83

Note—108p.

Available from—Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309 (\$5.00).

Pub Type—Numerical/Quantitative Data (110) - Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Persistence, Associate Degrees, Bachelors Degrees, *Black Students, Comparative Analysis, *Degrees (Academic), Doctoral Degrees, Education Work Relationship, Geographic Regions, Higher Education, *Majors (Students), Masters Degrees, National Surveys, Private Colleges, Race, State Colleges, Trend Analysis, *White Students

Identifiers—United States, *United States (South)

Information on U.S. degrees awarded nationwide and in the South in 1980-1981 and data on degree completions and fields of study for black students are presented, based on results of the Higher Education General Information Survey (HEGIS). Data are provided on the number of degrees awarded in 1980-1981 in the major HEGIS fields, at each level of degree, by race, for public and private institutions in the United States, the Southern Regional Education Board region (SREB), and each of the 14 SREB states. Tables show data for first professional and associate degrees in a similar format. A narrative description of trends is included. Highlights include the following: the number of students receiving degrees in higher education is increasing at a higher pace in the South than in the rest of the country, at both the baccalaureate and master's levels; there have been significant increases over the last 10 years

in the number of degrees students are earning in the fields they perceive as offering the best job opportunities, specifically business and management and the health professions; and the number of black students receiving degrees reflects uneven progress of blacks in higher education, with only slight increases at the associate, baccalaureate, and doctoral levels, and a decline at the master's level. (SW)

ED 240 965 HE 017 078

Proceedings, 1983 Annual Meeting, Southern Regional Education Board (Palm Beach, Florida, June 9-11, 1983).

Southern Regional Education Board, Atlanta, GA.
Pub Date—Jun 83

Note—151p.

Available from—Southern Regional Education Board, 1340 Sixth Street, N.W., Atlanta, GA 30313.

Pub Type—Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Academic Standards, College Admission, *College School Cooperation, Economic Development, *Educational Quality, Education Work Relationship, Geographic Regions, Graduation Requirements, Higher Education, Master Teachers, Mathematics Education, Public Education, Science Education, Teacher Education, *Teacher Effectiveness, *Technological Advancement, Vocational Education
Identifiers—North Carolina, Tennessee, Texas (Houston), *United States (South)

Proceedings of the 1983 annual meeting of the Southern Regional Education Board (SREB) are presented. Contents include a roundtable discussion, nine papers, a progress report by the SREB's Task Force on Higher Education and the Schools, a presentation on a SREB report on higher education and high technology economic development, a summary of the overall meeting, a meeting agenda, a roster of participants, meeting minutes, the president's report, and minutes of the SREB executive committee meeting. Recommendations are offered concerning: raising high school academic standards and graduation requirements, raising college admissions standards, improving teacher selection, teacher education and certification; mathematics and science education; and vocational education. The text of a roundtable discussion on programs to improve quality and provide new incentives for teachers is provided, along with a summary of the project "Meeting the Need for Quality: Action in the South." Additional contents address the following topics: the Tennessee Master Teacher Program, the Charlotte-Mecklenburg School Plan, the Houston Independent School District Plan, the role of universities, the state role, institutional and state responses to challenges of high technology, and skills for the work place. (SW)

ED 240 966 HE 017 079

Elzinga, Aant
Scientific Development, Research Organisation and Research Career. Swedish Research on Higher Education, 1983:6.

National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.

Pub Date—5 Dec 83

Note—21p.

Available from—National Board of Universities and Colleges, R & D Unit, P. O. Box 45501, S-10430, Stockholm, Sweden.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Programs, Comparative Education, Foreign Countries, Higher Education, Humanities, Intellectual Disciplines, International Educational Exchange, Knowledge Level, *Research, Researchers, Scholarship, *Sciences, *Technology, *Theories

Identifiers—Sweden, *United States

Perspectives concerning "research about research" are summarized, based on symposia sponsored by the University of Göteborg in Sweden. It is noted that studies of science, technology, and society (STS) are prevalent in several countries during the 1970s. Based on visits to STS programs in the United States, it is suggested that there are different antecedent contexts and fields of activity for research about research. One end of the spectrum is represented by humanities (e.g., Stanford University's "Man, Technology and Human Values" program). At the opposite end of the spectrum are studies in engineering or at faculties of jurispru-

dence and medicine. In the middle of the same spectrum are a concentration of studies of the social aspects of science and technology, together with decision-making problems (e.g., arms control questions). In Sweden, the colloquia generated the idea of establishing a center of research about research, based on a number of emergent projects, which are briefly described. It is concluded that the colloquia helped to impart some stability to a new research field, both by facilitating the development of knowledge surveys and by establishing international research contacts. (SW)

ED 240 967 HE 017 080

Hand, Carol A. Prather, James E.

A Review of Transfer Student Activity among Georgia State University and Selected Institutions of the University System of Georgia. Institutional Research Report No. 84-8.

Georgia State Univ., Atlanta. Office of Institutional Planning.

Pub Date—Feb 84

Note—31p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *College Transfer Students, *Comparative Analysis, *Grade Point Average, *Higher Education, *Institutional Research, *Performance, *State Universities

Identifiers—*Georgia State University, *Georgia University System

Patterns of student transfers and performance indicators among selected institutions of the University System of Georgia were studied. Attention was focused on differences in performance as measured by grade point average (GPA) between students leaving one institution for another system institution, and correspondingly of students transferring into a given institution from an institution within the system. Findings include the following: Georgia State University was the strongest magnet for attracting transfer students from most institutions in the Georgia University System, and the University of Georgia served a less strong role as a magnet institution; students who transferred from Georgia State, Georgia Institute of Technology, Kennesaw College, and West Georgia College tended to have higher GPAs after transferring to another system institution; students across system institutions generally lowered their GPA at Georgia Institute of Technology; students who transferred to Georgia State and the University of Georgia often tended to receive lower grades; and students transferring to Kennesaw College and West Georgia College frequently received higher grades after the transfer. A brief review of the literature is appended. (SW)

ED 240 968 HE 017 081

Potter, Robert E.

Autonomy and Accountability at the University of Hawaii: A Review of the Significance and Implementation, 1978 Constitutional Amendment.

Higher Education Policy Study No. 2.

Hawaii Univ., Manoa. Coll. of Education.

Pub Date—84

Note—45p.

Available from—University of Hawaii at Manoa, College of Education, Wist Hall, Annex 2, Room 222, 1776 University Avenue, Honolulu, HI 96822.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Freedom, *Accountability, *Constitutional Law, *Governance, *Government School Relationship, *Higher Education, *Institutional Autonomy, *Legal Responsibility, *State Government, *State Legislation, *State Universities

Identifiers—*University of Hawaii

The relationship of the University of Hawaii and its governing board to the state government, specifically the legislature and its major executive departments, was assessed with attention to institutional autonomy and the protection of academic freedom. Major findings of the review include the following: a 1978 constitutional amendment appears to give autonomy to the University of Hawaii and its board of regents; while university autonomy and social accountability appear to be inherently contradictory, in practice both concepts must be made compatible; the lay governing board is the solution to the dilemma of university autonomy versus social accountability, since the boards provide a mechanism for social accountability while serving as buffers against improper outside interference; the 1950 constitutional convention created the University of

Hawaii as a body corporate; the 1978 constitutional covenant granted the regents exclusive jurisdiction over the internal organization and management of the university; there are still many statutory conflicts with the board of regents' constitutional authority; attempts to implement the amendment by legislation have been largely futile; and the university and its regents must take the initiative to secure the institution's constitutional independence from state government interference. (SW)

ED 240 969 HE 017 082

Tauber, Robert T.

Cheating and Plagiarism: Matters beyond a Faculty Member's Right to Decide!

Pub Date—30 Jan 84

Note—27p.; Paper presented at the Annual Meeting of the National Association of Teacher Educators (New Orleans, LA, January 30, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cheating, *Codes of Ethics, *College Faculty, *College Students, *Discipline Problems, *Due Process, *Higher Education, *Legal Problems, *Plagiarism, *Punishment, *Questionnaires, *Teacher Responsibility

The issue of whether cheating and plagiarism should be categorized as an academic evaluation or disciplinary misconduct is discussed. It is claimed that if these offenses are categorized as disciplinary misconduct, students are entitled to some due process. However, if cheating and plagiarism are classified as academic evaluations, students are entitled to little, if any, due process. The courts may enter the picture if it can be shown that the actions of the school, including actions of faculty as agents of the institution, are clearly unreasonable, arbitrary, or capricious. Allowing faculty the right to judge what is cheating or plagiarism is a problem that is further complicated when faculty are also given the right (responsibility) to decide what sanction or punishment is appropriate. It is suggested that if cheating and plagiarism are examples of code of conduct breaches, all such cases should go before a hearing board. These offenses would then be matters beyond an individual faculty member's right to decide. A questionnaire about what qualifies as cheating and a "Cheating Quiz" are appended. (SW)

ED 240 970 HE 017 083

Maryland Statewide Plan for Postsecondary Education. Fifth Annual Review.

Maryland State Board for Higher Education, Annapolis.

Pub Date—Jan 84

Note—111p.

Available from—Maryland State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Persistence, *Admission Criteria, *College Freshmen, *College Programs, *College Role, *Educational Facilities, *Educational Finance, *Enrollment Trends, *Financial Support, *Postsecondary Education, *Private Financial Support, *State Aid, *State Colleges, *State Universities, *Statewide Planning

Identifiers—*Maryland, *Mission Statements, *University of Maryland

The extent to which Maryland postsecondary institutions are fulfilling major mission statements is reviewed, by campus, and 5-year program plans are presented. In addition, information is presented on enrollments, programs, finance, facilities, faculty, libraries, and computer services. The admission criteria implemented by the public four-year institutions are identified, along with statistical profiles of the entering classes for 1979-1983, and retention rates for 1977-1981. Data are also presented on the percentages of lower-division students for each of the past 5 years, trends in new community college transfer students, graduate enrollment trends, and contracts and grants received at University of Maryland campuses. For each campus, information is provided on degrees to be offered and academic programs planned for the future. Additional data covers: the number of new full-time freshmen in Maryland institutions since 1980, enrollment projections, trends in part-time graduate enrollments, and the college plans of public high school seniors. Recommendations are offered on areas such as: private support for public colleges, state support for

private colleges, tuition, student financial aid, budgeting, and capital projects. (SW)

ED 240 971 HE 017 084

Baker, Michael E.

The Use of Standards and Comparative Space Data for Space Allocation.

Pub Date—21 Feb 84

Note—15p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Building Plans, *Campus Planning, *College Buildings, *College Programs, *Comparative Analysis, *Departments, *Educational Facilities Planning, *Evaluation Criteria, *Higher Education, *Space Classification, *Space Utilization, *Standards

The use of space standards and comparative space data in university space allocation processes are examined. Current space standards and space utilization measures are reviewed. The relationship of space allocation to other research topics and to university decision-making processes is also addressed. The following methods of space comparison are covered: professionally-developed space standards, inter-university or external data, and intra-university or internal data. Concerns regarding the implementation of space comparisons include: a campus space inventory, the use of computer retrievals, and types of analyses (e.g., review of all space within a building, review of types of space). Two space allocation goals for research universities are proposed: provide appropriate support for educational, research, or support activities; and utilize space effectively. In addition, five criteria are suggested to evaluate how well specific space allocation proposals achieve these goals. It is suggested that space needs of different academic fields differ substantially. Some standards can be uniform university-wide, while others must vary by academic field. In using space standards to estimate space requirements for a program, it is better to limit the estimate to the total net square feet required. (SW)

ED 240 972 HE 017 085

Hendrickson, Robert M. Lee, Barbara A.

Academic Employment and Retrenchment: Judicial Review and Administrative Action. ASHE-ERIC Higher Education Research Report No. 8, 1983.

Association for the Study of Higher Education; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-913317-07-1

Pub Date—83

Contract—400-82-0011

Note—133p.

Available from—Association for the Study of Higher Education, Publications Department, One Dupont Circle, Suite 603, Washington, DC 20036 (\$6.50, nonmembers; \$5.00, members).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Civil Rights Legislation, *Compliance (Legal), *Court Litigation, *Employment Practices, *Equal Opportunities (Jobs), *Federal Legislation, *Financial Problems, *Higher Education, *Institutional Evaluation, *Legal Responsibility, *Personnel Policy, *Retrenchment, *Salary Wage Differentials, *Teacher Salaries

Identifiers—*Civil Rights Act 1964 Title VII, *Title IX Education Amendments 1972

The major legal issues pertaining to academic employment are examined. Four areas affecting higher education are analyzed in depth: employment practices, equal pay, developing issues under Title IX of the Education Amendments of 1972; and financial exigency. In addition, guidelines for evaluating current institutional academic employment practices are provided. Specific attention is directed to the order of proof and the burdens of proof for both plaintiffs and defendant colleges in academic Title VII (Civil Rights Act of 1964) cases; the general attitude of the federal courts toward employment discrimination litigation involving colleges; how courts review decision-making procedures and criteria in academic Title VII cases; statutes used by college faculty to challenge alleged salary discrimination and the kind of proof each party must provide; cases brought against colleges under these statutes; problems involved in creating or modifying salary policies; trends in judicial review of salary

politics at colleges; the provisions and history of Title IX, recent federal cases, and regulations establishing a college's responsibilities under this law; and the case law on financial exigency and institutional prerogatives and obligations to faculty. An 11-page bibliography of cases, statutes, books and periodicals is included. (SW)

IR

ED 240 973 IR 010 646

Johnson, Charles C. And Others

BASIC Language Flow Charting Program (BAS-CHART). Technical Note 3-82. Naval Training Analysis and Evaluation Group, Orlando, Fla.

Pub Date—Nov 82

Note—74p.; Focus on the Trained Person Series.

Pub Type—Guides - Non-Classroom (055) — Non-Print Media (100) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Automation, Computer Oriented Programs, *Computer Programs, *Flow Charts, Guidelines, Program Descriptions, *Programming, *Programming Languages

Identifiers—BASIC Programming Language

This document describes BASCHART, a computer aid designed to decipher and automatically flow chart computer program logic; it also provides the computer code necessary for this process. Developed to reduce the labor intensive manual process of producing a flow chart for an undocumented or inadequately documented program, BASCHART will automatically produce an annotated flow chart for any program that uses WANG (MVP) BASIC-2 programming language. The development of the BASCHART program is summarized, and the hardware requirements are described. A user's guide includes operating procedures and an example of a program flow chart. Three appendices provide (1) a system diagram showing the interrelationships between the program subsystems and a listing of the subroutines with brief descriptions of their purpose; (2) definitions of the BASCHART alphanumeric variables; and (3) the WANG BASIC-2 computer code for the flow charting program. (LMM)

ED 240 974 IR 010 856

McAfee, Dianne Talmadge

A Study to Determine the Presence of Observable Conditions of Positive Self-Concept in Elementary School Media Centers.

Pub Date—Dec 81

Note—320p.; Ph.D. Dissertation, University of Wisconsin-Madison.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Cooperation, Diaries, Educational Media, Elementary Education, Elementary School Students, Interviews, *Learning Resources Centers, *Library Facilities, Library Research, *Media Specialists, Observation, *School Libraries, School Visitation, *Self Concept, Success

Elementary school instructional media centers (IMC) were studied to determine the presence or absence of six conditions identified as promoting positive self-concept: cooperation, independence, success, positive atmosphere, challenge, and a feeling of value or acceptance. Following a review by a panel of experts of a preliminary observation sheet of activities and physical settings, a preliminary survey instrument, and interview questions for students and media specialists, these conditions were investigated during 1-week study periods in each of three Wisconsin elementary school IMCs representing rural, urban, and suburban communities. The schools chosen had a full-time media specialist, a full-time aide, a variety of current printed and audiovisual materials, and a program of activities and services. Research methods included observation, interviews with students and media specialists, and diaries. Results indicated that the conditions of independence, cooperation, and success were observable. Students found the IMC atmosphere to be positive, felt valued, had many experiences with and opportunities for success, cooperated naturally, and found the IMC to be a challenging area. A five-page reference list and 83 tables are included, as well as 17 appendices containing the survey instrument and

related documents. (LMM)

ED 240 975 IR 010 862

Tennant, W. And Others

Educational Software: A Canadian Plan for Information Sharing, Joint Provincial Courseware Cataloguing and Indexing Project, Volume I (Phase 1) [and] Computer Cataloguing and Indexing Survey: Summary.

JEM Research, Victoria (British Columbia).

Spons Agency—Alberta Dept. of Education, Edmonton. Planning and Research Branch.

Pub Date—Jun 82

Note—177p.; Full report; no other volumes planned.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Cataloging, Citations (References), *Computer Programs, Databases, *Display Aids, Foreign Countries, Indexing, *Information Dissemination, *Information Needs, *Instructional Materials, Literature Reviews, Needs Assessment, Online Systems, Specifications

Identifiers—Canada, Software Evaluation

A project which involved an intensive search of the literature and contacts with individuals in the field concerning the dissemination of information about educational software is described. Included are an analysis of education software information available to educators, a needs assessment of Canadian educators, and the generation of an implementation plan designed to make the two more congruent. Problems inherent in the collection, organization, and dissemination of information about educational software are addressed, and a structure is suggested for effectively accomplishing these activities. The introduction to the report describes the research methods used and provides definitions of terms, a summary of the educational software situation, a definition of the problem, and an outline of the project. A summary of the research analyzes results related to (1) library and vendor cataloging; (2) indexing: library, print, catalog, ERIC, and PRECIS; and (3) delivery systems: decentralized versus centralized systems, MARC format, computers and library procedures, options, online databases, history of nonprint databases, FORMAT/UTLAS, and database design. A discussion of standard description includes problems, suggested fields, and sample display formats. An implementation plan and recommendations conclude the report. Thirteen figures are included, and a summary of the computer cataloging and indexing survey is attached. (LMM)

ED 240 976 IR 010 889

Report on the International Conference on Technology in the Service of Teacher Training (with Special Regard to the Use of Video Techniques in Pre-Service Training) (Szombathely, Hungary, October 5-10, 1981). Organized with the Support of Unesco.

Hungarian National Commission for UNESCO, Budapest.; National Centre for Educational Technology, Budapest (Hungary); Szombathely Teacher Training Coll. (Hungary).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—Oct 81

Note—148p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Audiovisual Aids, *Educational Technology, *Educational Television, Foreign Countries, Higher Education, Material Development, *Teacher Education, *Teaching Methods, *Videotape Recordings

Identifiers—Europe, Two Way Television, *UNESCO

This document provides summaries of the conference organization, opening speeches, election of the chairperson, 4 presented papers and 11 contributions, conclusions, and recommendations. The following papers are presented in full in the appendix: (1) "Design and Production of Educational Materials for the Modernization of Teacher Training in the Szombathely Teacher Training College" by Sandor Orosz; (2) "Notes on Educational Technology and the Use of Videotechniques in Teacher Education in Sweden" by Christer Brualing; (3) "The Use of Educational Television in Teacher Training in the European Socialist Countries through the Example of the German Democratic Republic" by Hans-Georg Heun; and (4) "Main Trends in Educational Tech-

nology and the Use of Video Technique in the West European Countries" by Walther Ziffreund. Additional contributions (also appended) examine the following topics: television notes in educational science; the electronic classroom of the Maribor Pedagogical Academy; analysis of critical incidents in teaching; use of audiovisual techniques and educational technology in the classroom and in teacher training; unification of methods and educational technology for teacher training and inservice training with video techniques and computer systems; developing pedagogical abilities using video at the Szombathely teacher training college; the instructor experimental program for developing pedagogical abilities with video in vocational training; using the videorecorder in teaching didactics; use of videorecordings in higher education and teacher training in East Germany; and use of technology in the training of future teachers. (LMM)

ED 240 977 IR 010 967

Bacisch, P. And Others

The Implications for the Open University of Recent Cable and Satellite Developments. A Discussion Paper.

Pub Date—[83]

Note—102p.; Appendices may not reproduce clearly due to use of colored paper.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Cable Television, *Delivery Systems, Distance Education, *Educational Television, Foreign Countries, Information Networks, Institutional Cooperation, *Open Universities, Postsecondary Education, Program Development, Program Implementation, *Programming (Broadcast)

Identifiers—United Kingdom

Designed to raise awareness of the implications of cable television and satellites for the Open University, this paper indicates why cable television developments will affect the university and the wide range of university people and departments who will be affected by such developments. Four main issues that the university will have to deal with are addressed: (1) general educational potential of cable and satellite technology; (2) Open University policy issues; (3) national policy and the Open University's possible involvement in influencing national policy; and (4) how the Open University might develop its policies. The issues are further developed by appendices covering the following topics: setting the scene; history of cable in the United Kingdom (UK); technical details of cable and satellite television in the UK; general educational potential of broadband cable technology; relative advantages/disadvantages of broadband cable over other video technologies; broadband cable and interactivity; possible Open University programming initiatives; an Open University educational channel; regional implications; and collaboration with other institutions. (LMM)

ED 240 978 IR 010 969

Streibel, Michael J., Comp.

Proceedings of the Annual Penn State Microcomputer Information Exchange Conference (2nd, University Park, Pennsylvania, March 11-12, 1983).

Pub Date—Mar 83

Note—250p.; Some sections may be marginally legible due to light or broken type.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer Literacy, *Computer Oriented Programs, *Computer Programs, Computer Science Education, Databases, Fantasy, *Instructional Materials, *Microcomputers, Physical Environment, Problem Solving, Programming Languages, Staff Development

Identifiers—Computer Anxiety, *Computer Uses in Education, Interactive Systems, LOGO Programming Language

This collection of 17 conference presentations includes (1) "Project LOGO: A Study in Cognitive Enhancement Using Microcomputers," Henry Dobson; (2) "Tender Loving Care for Your Terrific Little Computer (TLC for your TLC)," Carol Dwyer and Karl Kelly; (3) "Teaching Micro-Literacy to Kids," Robert Gillingham; (4) "Teaching Music with the Apple II Microcomputer," William Higgins; (5) "The Design of a Microcomputer Data Base for Educators," Carol Jean Howard, Ronald

Aitken, and Timothy Robinson; (7) "A Computer Programming Curriculum for High School (I, II, III), Newton Kulp; (8) "Microcomputers in Engineering Graphics," William H. Park; (9) "Computer Camps for Children and Adults in America," Joan Parrett; (10) "Parallel Microprocessors: Mainframe Power for Micro Prices," Douglas J. Parsons; (11) "Microcomputer Applications for Laboratory Sciences," Thomas Sandusky and Jeffrey D. Charney; (12) "Computer-Managed Instruction: Will I Control It or Will It Control Me?" Carol Schefitz; (13) "Computer Courseware for the Deaf and Learning Disabled: What's Being Done?," Casey Stone and Kathleen Smith; (14) "Microcomputer Anxiety," John Tongue; (15) "Computer Literacy for Professionals," Leslie E. Vance; (16) "Staff Development for Computer Literacy—A Model Way?" James P. West; and (17) "The Unexpected Treasure: Developing Problem Solving Skills through Interactive Fantasy," J. Alan Whiteside. The conference agenda is included, as well as lists of the planning committee and hosts. (LMM)

ED 240 979

IR 010 971

Wappler, Reinhold D.

Apple (LCSI) LOGO vs. MIT (Terrapin/Krell)

LOGO: A Comparison for Grades 2 thru 4.

Pub Date—May 83

Note—10p; Best copy available.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Elementary Education, *Evaluation Criteria, Grade 2, Grade 3, Grade 4, Guides, Information Storage, Man Machine Systems, Media Selection, *Microcomputers, Programming, *Programming Languages, Screens (Displays), Vocabulary

Identifiers—Debugging (Computers), *LOGO Programming Language

Two LOGO dialects are compared for appropriateness for use with second, third, and fourth grade students on the basis of 18 months of experience with teaching LOGO programming language at this level in a four-machine laboratory setting. Benefits and drawbacks of the dialects are evaluated in the areas of editing, screen modes, debugging, vocabulary, instruction manuals, typing and syntax simplicity, automatic retyping, speed of drawing, ability to save and load binary picture files, remark facility, and workspace management. Specifically discussed are the MIT 'TRACE' and 'SAVEPICT/READPICT' commands and the Apple 'PACKAGE' and 'BUY' commands. The Apple and MIT LOGO programs are then rated using the criteria named above and a factor weighting system. The MIT Program is more highly rated overall, though the Apple program is rated higher on screen modes, extent of primitive vocabulary, the 'BURY' command, automatic retype (for CONTROL Y), and speed of drawing. It is noted that the final decision, based on the weighting and intuition of the researchers, was an extremely close one. An update from July 2, 1983 describes procedures for an 'ED ALL' capability to edit entire workspace in Apple LOGO. An update of February 1984 incorporates new experience with a second version of Terrapin LOGO. (LMM)

ED 240 980

IR 010 973

Romanuk, E. W. And Others

Computers in Schools. The Report of the Minister's Task Force on Computers in Schools.

Alberta Dept. of Education, Edmonton.

Pub Date—Jun 83

Note—140p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Computer Programs, *Computers, Delivery Systems, Elementary Secondary Education, Financial Support, Foreign Countries, Glossaries, Instructional Materials, *Policy Formation, Principals, School Surveys, *Teacher Education, *Use Studies

Identifiers—*Alberta, Canada, Computer Uses in Education, Software Evaluation

Focusing on the use of computers in Alberta's schools, this report reviews educational computing issues and makes recommendations to assist in the formation of policies and programs for the Canadian provinces. A summary of the study and discussions of computers and society and computers and schools are followed by a brief review of the current status of educational computing in Alberta and the other Canadian provinces. Results of a survey of all school principals in Alberta for each year from 1981 to 1983 to determine the use of microcomputers are

reported, as well as observations of task force members who visited Texas, California, and Minnesota. The purposes and characteristics of the education provided by Alberta's school system are briefly described, and ways that computers can serve education are outlined. Issues identified by the task force are then examined and 48 specific recommendations are offered that relate to students and curriculum, teacher training (preservice, graduate training, inservice, and continuing education); courseware (standards/evaluation, clearinghouse/distribution, and development/production); hardware (evaluation and acquisition, distribution and placement, networks, and peripherals); planning; organization; and funding. Suggestions for further research are included as well as a discussion of implications, a summary, and conclusions. (LMM)

ED 240 981

IR 010 974

Educational Technology. Final Report, 1982-83.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

Pub Date—Dec 83

Note—58p.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Computers, *Educational Equipment, Educational Technology, Equipment Maintenance, *Evaluation Criteria, *Models, Needs Assessment, Objectives, *Office Management, Program Development, *Program Evaluation, Questionnaires

Identifiers—*District of Columbia Public Schools

This report evaluates a project designed to provide systemwide direction to the application of education technology in the District of Columbia (DC) Public Schools. The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision Making which was developed by the Division of Quality Assurance of the DC school system. Following a brief summary and a list of 10 specific findings, background and project objectives are presented and the PMI model is described. Agreements and discrepancies for each objective are summarized, and general conclusions are stated. PMI status report forms show specific agreements and discrepancies in the inputs, processes, and outcomes for four project objectives: (1) identification and assessment of technology learning resources and related instructional management processes presently existing in the DC schools; (2) development of procedures for the purchase, operation, and maintenance of technological equipment for instruction, classroom management, administrative, and communication purposes; (3) establishment of guidelines for developing new programs and integrating existing technological programs into the school district's educational technology system; and (4) demonstration of effective management practices in the Educational Technology Office. Appendices include the evaluation model schema, Educational Technology Needs Assessment Questionnaire, Congressional Testimony on Computer Technology, and School Board Directive Concerning Recertification. (LMM)

ED 240 982

IR 010 975

Benderson, Albert

Computer Literacy. Focus 11.

Educational Testing Service, Princeton, N.J.

Pub Date—83

Note—36p; Number 11 in a series of occasional papers. Some photographs may not reproduce clearly.

Available from—Educational Testing Service, Publications Order Services, Dept. I-101, Princeton, NJ 08541 (\$1.25 per copy).

Pub Type—Information Analyses (070) — Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Literacy, *Computer Programs, Computer Science Education, *Educational Change, Elementary Secondary Education, Instructional Innovation, *Microcomputers, Program Descriptions, Teacher Education, Technological Advancement

Identifiers—*Computer Uses in Education, Educational Testing Service

One of a series on the responses by the Educational Testing Service (ETS) and others to critical problems in education, this overview addresses a variety of issues related to computer literacy. Topics discussed include the pace of the transition to the computer age, the development of microprocessors, and the computer as fad or revolution. Problems

related to definitions of computer literacy are examined and computer uses in the classroom are described, including projects in innovative schools such as the Waterford School (Provo, Utah) and Lamplighter School (Dallas, Texas), public schools, the Minnesota Educational Computing Consortium, and college computerization projects. A planned ETS program to offer Advanced Placement in computer science is outlined, and a summary of issues related to microcomputers notes problems of inadequate software, software evaluation, and teacher training. Discussions of the impact of computers on education and implications for public education, a description of ETS seminars for elementary and secondary educators, and a glossary conclude this state-of-the-art review. (LMM)

ED 240 983

IR 010 976

Larter, Sylvia

The Impact of Microcomputers in Elementary

Education.

Ontario Dept. of Education, Toronto.

Report No.—ISBN-0-7743-8898-6

Pub Date—[83]

Note—153p.

Available from—Ontario Government Bookstore, Publication Centre, 880 Bay Street, 5th Floor, Toronto, ON, M7A 1N8 Canada (\$5.00 per copy).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Administrators, Adoption (Ideas), Educational Change, Elementary Secondary Education, Foreign Countries, *Interaction, *Microcomputers, *Parents, *Policy Formation, Questionnaires, Teachers, *Technological Advancement

Identifiers—Computer Uses in Education, Impact Studies, *Toronto Public Schools (Canada)

This examination of the process the Toronto elementary school system is using to become familiar with microcomputers focuses on the introduction of microcomputers into the school setting and the resulting changing responses and interactions among pupils, teachers, administrators, parents, and others. In Phase 1, principals were surveyed for background information, while Phase 2 involved observation, interviews, and surveys in schools and special education settings in the Toronto elementary school system during the 1982-83 school year. The analysis of the data obtained is based on the concept of preparedness context, which refers to people in educational settings and their preparation for new technology. The first section of this report describes and discusses the results of the survey conducted in Phase 1. Results of the Phase 2 fieldwork are then organized around a specific preparedness context: grassroots preparedness, uneven preparedness, unallied external preparedness, and experimental preparedness. Typical patterns of interaction are traced and linked with preparedness through a description of each awareness context, an examination of the structural conditions that enter into the context, and examination of the consequent interactions, tactics, problems, and solutions. Appendices describe data collection methods and include the collection instruments used. (LMM)

ED 240 984

IR 010 979

Holmes, Rose, Ed. And Others

Wisconsin Ideas in Media.

Wisconsin Educational Media Association, Madison; Wisconsin School Library Media Association, Madison.

Pub Date—[83]

Note—81p; Photographs will not reproduce clearly.

Journal Cit—Wisconsin Ideas in Media; v4-5 Sep 1982-83

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Computer Programs, *Educational Cooperation, *Educational Media, Educational Television, Elementary Secondary Education, *Financial Problems, Learning Resources Centers, *Media Specialists, Microcomputers, Program Descriptions, Program Development, *Public Support, State Departments of Education

Identifiers—Interactive Video, Two Way Television, *Wisconsin

These two documents contain a variety of articles on media use in education. The first provides 16 articles that focus on justifying media programs in the 1980's. Topics include selling your program to

administrators; reorganization of the Wisconsin Department of Public Instruction; video literacy; student-made videotape recordings; interactive video; helping policy makers see the need for effective media programs; cooperation of researchers and practitioners; media literacy; videotaping a health curriculum; membership in the Wisconsin Educational Media Association; free films; Cooperative Educational Service Area (CSEA) and the regional media center concept in Wisconsin; Speak and Spell; CSEA 11 Teleconference Network; and strategies for the media future. The second volume shares ideas, research, and program successes, in order to provide media professionals with strategies for doing more with less. Fifteen articles include discussions of microcomputer software on a limited budget; NASA Lewis Research Center's services to educators; designing microcomputer materials for classroom use; a team approach; multimedia story hour kits; the future as context for educational change; a student-operated radio station; imaginative gifted and talented programs; interactive media systems; interlibrary cooperation; a continuing education clearinghouse; implementing freeze-frame teleconferencing in Wisconsin; and computer education in Appleton, Wisconsin. (LMM)

ED 240 985 IR 010 980

Lalor, Gerald C.

Caribbean Regional Communications Service Study. Report.

Spons Agency—Agency for International Development (IDCA), Washington, DC.

Pub Date—Apr 82

Note—206p.; For related document, see IR 010 988.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Delivery Systems, *Developing Nations, *Distance Education, *Extension Education, Feasibility Studies, Financial Support, Foreign Countries, Higher Education, Networks, Program Development, Programming (Broadcast), *Telecommunications

Identifiers—Caribbean, *University of the West Indies (Jamaica)

A follow-up to a limited experiment with the use of satellites in education and public service conducted by the University of the West Indies (UWI) in 1978, this study explores the feasibility of providing a number of services, which would include an extension system based on the use of the UWI telecommunications network. The study was designed to determine the level of interest for UWI extension and other programs; existing and potential resources for the provision of such services; potential programming; types and likely costs of delivery systems; preliminary institutional groundwork that would be needed; and financial support. An introduction discusses the geographic area containing the English-speaking Caribbean territories, and describes general aspects and examples of telecommunications applications in the area, including specific applications of communications techniques in education, agriculture, and telemedicine in the various countries, and possible uses of a network by UWI. Additional topics discussed include the current status of agriculture, health, and education in the Caribbean; expenditures and demographic trends; possible telecommunications applications and available facilities; and possible telecommunications networks. Also included are reports on seminars, meetings, and demonstrations; recommendations for program options; an appendix listing steps for the establishment of an open campus; and a glossary. (LMM)

ED 240 986 IR 010 981

Murray, David R.

Computer Literacy Project. A General Orientation in Basic Computer Concepts and Applications.

Pub Date—[84]

Note—29p.; Professional Development Program Proposal.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Budgets, College Students, *Computer Literacy, Computer Programs, Computers, Course Objectives, Higher Education, Instructional Materials, *Material Development, Microcomputers, *Program Descriptions, *Program Development, Program Implementation, Program Proposals, Staff Development

Identifiers—*Computer Centers, Computer Uses in Education, *Course Development

This paper proposes a two-part, basic computer literacy program for university faculty, staff, and students with no prior exposure to computers. The program described would introduce basic computer concepts and computing center service programs and resources; provide fundamental preparation for other computer courses; and orient faculty towards developing educational computing applications. An introduction and an explanation of the conceptual framework are followed by a description of the project, which would consist of two sets of 15 independent modules. Each module would include a 30-minute videotape program, a related short lecture, and independent, hands-on working experience with microcomputers. Support for the proposal includes descriptions of the instructional environment, target population, prior student competencies, learner needs, and instructional needs. Part 1 of the course (Computer Literacy: General Concepts) covers 24 topical goals, and Part 2 (Applications of Computer Based Education) covers 17. Commercially-available instructional resources are specified with title, author, publisher and cost, and in-house production costs are itemized. A proposed implementation plan describes activities for each project phase and specifies formative and summative evaluation procedures. (LMM)

ED 240 987 IR 010 982

Shears, L. W. Dale, E. C.

Computers in Education. A Report to the Honourable Robert Fordham M. P., Minister of Education, Victoria.

Victoria Education Dept. (Australia).

Report No.—66305/83-4137(F1)

Pub Date—Aug 83

Note—101p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Computer Oriented Programs, *Developed Nations, *Developing Nations, Policy Formation, Program Descriptions, *Program Development, *Program Implementation, Surveys, Use Studies

Identifiers—*Australia, Computer Uses in Education, *National Policy

This book surveys current commitment to computers in education in many countries, with emphasis on use in Australia. For discussion of computer-related programs, countries other than Australia are categorized as (1) underdeveloped and uncertain—China, Thailand, and Yugoslavia; (2) developed but reluctant—Japan, Germany, and Sweden; and (3) developed and committed—Norway, France, United Kingdom (including England, Wales, Northern Ireland, and Scotland), United States, and Canada. The situation in Australia is then specifically addressed, with a summary of the status of computers in schools for each state and territory: Victoria, New South Wales, Queensland, Western Australia, South Australia, Tasmania, Northern Territory, and Australian Capital Territory. Developments at the national level in Australia are also examined. A final chapter provides an overview, analysis of non-Australian practices, summaries of non-Australian findings and the Australian position, and 20 recommendations regarding computer uses in Australian schools. A bibliography lists 126 items. (LMM)

ED 240 988 IR 010 983

Development Communication Report. No. 44.

Academy for Educational Development, Washington, D.C. Clearinghouse on Development Communication.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C. Office of Science and Technology.

Pub Date—Dec 83

Note—17p.; For related document, see ED 235 785.

Journal Cit—Development Communication Report; n44 Dec 1983

Pub Type—Collected Works - Serials (022) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Calculators, *Community Programs, *Developing Nations, *Economic Development, *Educational Media, Educational Radio, Educational Television, Foreign Countries, Formative Evaluation, Microcomputers, Program Descriptions, *Program Development

Identifiers—Ecuador, Niger, Papua New Guinea

Varied development projects in several countries are described in this newsletter, which also provides current reviews of development books, and publications available from the Non-Formal Education Information Center at Michigan State University and ERIC. The following articles are included: (1) "From Oral Traditions to Elementary Textbooks: A Description of the Maternal Languages Project in Niger," Connie L. Stephens; (2) "Formative Evaluation in Educational Radio and Television: A Fundamental Need in Developing Countries," Gale R. Adkins; (3) "Community Radio in Ecuador: Playing Local Music, Strengthening Cultural Ties," Kurt Hein; (4) "IEC (Information, Education, and Communication) Planning: Eight State-of-the-Art Principles," John Middleton; (5) "Two Thoughts on the Use of Microcomputers in Developing Countries," Kurt Moses; (6) "Numeracy Project Makes New Use of Pocket Calculators," Mary Dickie; and (7) "Agricultural Extension and Mass Media," Hilary Perraton. (LMM)

ED 240 989 IR 010 984

Distance Learning for Teacher Education. Report

of a Technical Working Group Meeting (Islamabad, Pakistan, 4-16 November 1981). Volume I: Current Status, Programmes and Practices. United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Report No.—BKA/82/OP/105-1000

Pub Date—82

Note—51p.; Asian Programme of Educational Innovation for Development (APEID). For related documents, see IR 010 984-986.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Curriculum Development, Developing Nations, *Distance Education, Followup Studies, *Foreign Countries, Higher Education, Instructional Materials, *Material Development, *National Programs, Program Descriptions, Regional Programs, *Teacher Education

Identifiers—*Asia, *Pacific Region

This volume, the first of three produced by a study group of experts from Australia, India, Indonesia, Maldives, New Zealand, Pakistan, Philippines, Sri Lanka, and Thailand, reviews their experiences in developing distance learning materials. Each country's experience is discussed in the context of problems it faced with special reference to materials relevant to teacher education. Problems and issues related to the specific educational and general developmental concerns of the different countries are also explored. A synopsis of possible national follow-up activities is presented for five areas: training; production and preparation of materials; dissemination of materials; extension; and research. Suggestions for further distance learning activities at the regional level relate to improvement of distance educators' access to regional training opportunities; examples of distance learning materials produced within the region; and a specialist association for distance educators. Appendices include an agenda, a list of participants, a list of working documents, and the keynote address. (LMM)

ED 240 990 IR 010 985

Distance Learning for Teacher Education. Report

of a Technical Working Group Meeting (Islamabad, Pakistan, 4-16 November 1981). Volume II: Guidelines on Development of Materials.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Report No.—BKA/82/OP/106-1000

Pub Date—82

Note—38p.; Asian Programme of Educational Innovation for Development (APEID). For related documents, see IR 010 984-986.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Checklists, Delivery Systems, Demonstration Programs, *Distance Education, Foreign Countries, Guidelines, Higher Education, *Instructional Materials, *Material Development, Organizations (Groups), *Policy Formation, *Program Development, Resources, *Teacher Education

Identifiers—Asia, Pacific Region

This handbook, the second volume in a series of three publications on distance education, presents guidelines on structures and strategies in organizations and the processes of materials development. A

checklist of specific items is included for each topic addressed. The first guidelines are addressed to policymakers and senior administrators and cover distance learning systems models, the target clientele, distance learning processes and their resource allocations inter-institutional coordination, management of production and distribution, and extending the clientele and range of programs. The second set of guidelines was designed to assist in the preparation of distance learning materials, and uses excerpts from Volume III (Exemplar Materials) to illustrate some points. Topics include establishing needs, setting objectives, resources and constraints, materials preparation, validating or field testing, consultation, evaluation and revision of materials, and implementation. (LMM)

ED 240 991 IR 010 986

Distance Learning for Teacher Education. Report of a Technical Working Group Meeting (Islamabad, Pakistan, 4-16 November 1981). Volume III: Exemplar Materials.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Report No.—BKA/82/OP/107-1000

Pub Date—82

Note—200p.; Asian Programme of Educational Innovation for Development (APEID). For related documents, see IR 010 984-986.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Autoinstructional Aids, *Correspondence Study, Design, Developing Nations, *Distance Education, *Educational Radio, *Educational Television, Foreign Countries, Guidelines, Higher Education, Program Descriptions, *Programmed Instructional Materials, Program Evaluation, Teacher Education
Identifiers—Asia, Pacific Region

The third in a series on distance learning, this volume presents 11 exemplar instructional packages which are the output of a process of evaluation and selection in accordance with guidelines developed by the Technical Working Group at the Pakistan Meeting. It reflects an awareness of issues in the development, use, and renewal of distance learning materials for teacher education in the different socio-cultural contexts of Australia, India, Indonesia, Maldives, New Zealand, Pakistan, Philippines, Sri Lanka, and Thailand. Materials are classified in 5 categories: correspondence course materials, self learning materials, programmed text, radio, and television. Topics addressed are human development, education for disadvantaged groups—education for girls in India, teaching child psychology, planning research, maternal training of preschoolers, how a teacher should ask questions, tutoring at a distance, systems orientation, nation building, how to teach meaning of incomplete sentences, and education management in Thai society (welfare education). For each example, critical notes of the working group are included. Materials were revised in accordance with the group's comments. (LMM)

ED 240 992 IR 010 987

Scumahu, E. Steve
Kangaroo Network. Annual Report, 1983.
LaTrobe Univ., Bundoora (Australia).

Pub Date—83

Note—95p.

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annual Reports, *Communications Satellites, *Cooperative Programs, Demonstration Programs, *Distance Education, Educational Television, Electronic Equipment, Experimental Programs, Foreign Countries, *Networks, Program Descriptions, Program Development, *Programming (Broadcast), Scheduling
Identifiers—*Australia, Ground Station Receivers, Kangaroo Network (Australia), PEACESAT AUSTRALIA

This extensive report describes activities of the PEACESAT AUSTRALIA Project (the Kangaroo Network) which parallels, on the Australian continent, the endeavors of PEACESAT (Pacific Education and Communication Experiment by SATellite), and other Pacific Basin ATS-1 networks. An executive summary reviews the development of the project and its philosophy and objectives, which include using a network of low-cost ground terminals to give small users an

opportunity to discover effective satellite applications. Also described are the network and subnetworks, network coordination, access procedure, scheduling, access to other ATS-1 networks, application and technical experiments, the experimenters, technical matters, evaluation, and plans for 1984. Additional chapters provide details on sites, their institutions, and their status; geographical location; project membership, institutions, and personnel; and project subnetworks. Also included are a Kangaroo Network weekly schedule and priority times; ATS-1 weekly schedule; sample list of experiments and experimenters; list of ground station equipment; four institutional proposals for 1984; list of 31 publications; and miscellaneous items relating to current activities. An annex, "ATS-1 in Perspective," discusses the ATS-1 satellite, current usage of ATS-1 in Australia, the advantages and disadvantages of ATS-1, prospects for use of two Australian domestic satellites scheduled for launch in 1985 (AUSSAT), and conclusions. A 10-item reference list is provided. (LMM)

ED 240 993 IR 010 988

Lalor, Gerald C.

The University of the West Indies Distance Teaching Project. Report to the Advisory Council.
ACEP 7.

University of the West Indies, Mona (Jamaica).
Spons Agency—Agency for International Development (IDCA), Washington, DC.

Pub Date—83

Note—16p.; For related document, see IR 010 980.
Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Organization, *Developing Nations, *Distance Education, Extension Education, Guidelines, Higher Education, Interaction, *Material Development, Nontraditional Education, Program Development, Program Implementation, *Study Guides, Teacher Certification, *Telecommunications, Universities
Identifiers—Challenge Examinations, *University of the West Indies (Jamaica)

The three papers in this report relate to the development and activities of the University of the West Indies Distance Teaching Project (UWIDITE), through which the University of the West Indies (UWI) is continuing experiments on the use of telecommunications to extend its regional services. A report to the advisory council, the first paper, summarizes the UWIDITE Project to date and discusses preliminary studies that led to recommendations for a small system to be used for inservice teacher training for challenge examinations, agricultural extension, and health training. Discussion of UWIDITE covers funding, objectives, initial programs, present status, equipment, maintenance, training, technical assistance, evaluation, present network uses, programs being prepared, project administration, advisory committee, conclusions, and suggestions. The second paper, "Developing Study Guides and Workbooks for Programs," lists UWIDITE program development services, and provides guidelines for the preparation of student materials for distance teaching programs. These guidelines suggest inclusion of a general introduction and course introduction, and suggest course development techniques. The third paper, "Interactive Distance Teaching," is a synopsis of strategies to make effective use of interactive audio through humanizing the experience and grouping the participants, preparation of course materials, encouraging discussion, and making listening easier. (LMM)

ED 240 994 IR 010 989

de Fossard, Esta

Writing the Instructional Radio Script.

Academy for Educational Development, Inc., Washington, D.C.

Spons Agency—Agency for International Development (IDCA), Washington, DC.

Pub Date—Apr 82

Contract—AID/DSPE-0-0051

Note—75p.

Pub Type—Creative Works (030) — Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Developing Nations, *Educational Radio, Elementary Education, *English (Second Language), *Material Development, *Production Techniques, Program Development, Programming (Broadcast), *Scripts, Second Language Instruction, Teaching Methods
Identifiers—*Kenya, Writing for Children

This guide was developed for script writers on the Radio Language Arts Project, which was designed to develop, implement, and test the effectiveness of an instructional radio system to teach English as a second language at the primary school level in Kenya. The project was planned to produce a radio-based, English language program with approximately 195 taped 30-minute lessons for each school year, appropriate tests, teacher orientation materials, and classroom observation and data-gathering procedures. The following specific topics are addressed: writing for instructional media; radio as an instructional medium; listening; sound effects; the classroom teacher; writing stories for children; animal characteristics; writing instructional programs for children; purpose and objectives; evaluation; modeling; reinforcement; the program format; writing the program segments; and script check list. Script format is described including segment headers, special script instructions, script punctuation, script cover sheet, and review. The script for lesson 76 from the first year broadcast is included. (LMM)

ED 240 995 IR 010 990

Hilgenfeld, Robert

Computer Literacy: A Model Plan for Teacher Education in the Area of Instructional Applications of Computers. Summary, Conclusions, and Recommendations.

Pub Date—84

Note—19p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Literacy, Computer Programs, Computers, Course Descriptions, *Educational Needs, Higher Education, *Models, Program Descriptions, Program Development, Surveys, *Teacher Education, Teacher Education Programs, *Teachers

Identifiers—Computer Users, *Computer Uses in Education

To clarify computer literacy needs in teacher education, this study focused on the determination of computer literacy course offerings in higher education institutions, the perceived skills a computer literate teacher should possess, and discrepancies between teacher perceptions and computer literacy course offerings. Results were used to develop a model plan for teacher education in computer literacy. Information was solicited from 177 computer-using teachers and 12 National Council for the Accreditation of Teacher Education Institutions (NCATE) in Colorado, Montana, and Wyoming. Eight institutions returned computer literacy course materials and other information for content analysis, and 135 teachers (76.8%) returned 4-part questionnaires covering demographics, elements or skills of computer literacy (as developed for the 1978 Baum study), general topics in educational computer use, and additional information regarding computer literacy instruction. Results showed significant differences in the content of courses presently offered for computer literacy and the perceived need of inservice teachers for course content. This report includes the three-page model course plan for institutions, which outlines the components necessary to meet the computer literacy needs of inservice and preservice teachers. (LMM)

ED 240 996 IR 010 991

Willen, Birgitta

Conditions for Distance Education at the University Level in Sweden and the Other Nordic Countries.

Pub Date—Sep 83

Note—23p.; Paper presented at a seminar in Lahti, Finland, September 1983.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Organization, *Delivery Systems, *Distance Education, Foreign Countries, Higher Education, *Models, *Program Evaluation, Teaching Methods, *Universities
Identifiers—Nordic Countries, *Sweden

This report discusses the highly decentralized Nordic model of distance education at the university level, which involves giving responsibility for carrying out distance education to the individual university departments. Meeting at the university and using the telephone are primary contact methods. The report includes a discussion of higher education in Sweden, distance education in the Nordic countries, basic ideas behind distance education at Swedish universities, the scope and general organization of distance education, and experimental ac-

tivities. The results of an evaluation of distance education courses at the Swedish universities are also discussed, as well as the advantages and drawbacks of the decentralized model used in Sweden and Australia. Sixty-six references are listed. Graphs show growth in courses and the distribution of subjects from 1973-1984; regions covered by individual universities and colleges in 1977; distribution of subjects by university area; and distribution of the most frequent subject groups: arts, administration and economics; languages; and behavioral, computer and natural sciences. (Author/LMM)

ED 240 997 IR 020 043

ISBN Expands to Micro Software.
American Society for Information Science, Washington, D.C.

Pub Date—Jun 83

Note—2p.

Journal Cit—ASIS Bulletin; v9 n5 p5 Jun 1983

Pub Type—Journal Articles (080) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classification, *Computer Programs, *Identification, Indexes, Information Retrieval, *Microcomputers

Identifiers—*International Standard Book Number, PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: As the number of software programs grows—and current estimates put the number at around 30,000—identifying a particular program can be a problem. R.R. Bowker Company, the administrator of the U.S. ISBN agency, has announced one solution to the identity problem—it will assign International Standard Book Number (ISBN) prefixes to hundreds of microcomputer software producers. Since many traditional booksellers are now also carrying software as part of their inventory, the ISBN system will permit them to use the same system for both books and programs. The ISBN system is currently the primary identification method used by more than 20,000 U.S. publishers and by libraries, schools, and bookstores. An ISBN number consists of ten digits in four groups linked by hyphens. The first part is called the country identifier. It is followed by a publishers prefix, which indicates the specific publisher, and a series of digits identifying a particular book or product. The final digit is a check digit, which guards against a computer accepting an invalid number. (Author)

ED 240 998 IR 020 066

Moyer, Jane

Drama in Film and T.V.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—20p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Drama, Film Criticism, *Film Study, Grade 10, Guidelines, High Schools, Lesson Plans, *Production Techniques, *Television Curriculum, Theater Arts, Units of Study, Visual Literacy, Vocabulary

Identifiers—PF Project

The lessons in this 10-day unit for high school sophomores are designed to: (1) acquaint students with terminology related to visual literacy; (2) enable students to make comparisons between drama for the theater and drama for film; (3) acquaint students with the basic structural elements of film such as movement, lighting, sound and music, editing, and composition; and (4) help students become more analytical film viewers. Following a rationale for film and television study in the secondary curriculum, an overview of the unit and the general objectives are given. Each day's lesson plan provides objectives, materials needed, and procedures for teaching which include discussion and worksheets. Lessons require the use of particular films and materials which are identified. The final lesson requires the viewing of a videotaped segment of a television situation-comedy as a test of the students' understanding of the concepts presented in the unit. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (JW)

ED 240 999 IR 020 069

Gaffney, Maureen, Ed.

Young Viewers/Film Review Supplement. Issue Number One.

Pub Date—79

Note—13p. A twice-yearly addition available only to subscribers to "Young Viewers" Magazine.

Available from—Media Center for Children, Inc., 3 West 29th Street, New York, NY 10001 (write for price; quantity discounts available).

Journal Cit—Young Viewers/Film Review Supplement; v1 n1 Fall 1979

Pub Type—Collected Works - Serials (022) — Reference Materials - Bibliographies (131) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Content Analysis, Educational Media, Educational Resources, Elementary Education, Evaluation Criteria, Film Criticism, Filmographies, Films, *Instructional Films, Junior High Schools, Media Selection

Identifiers—*Film Reviews, Media Appraisal, PF Project

Designed for media specialists and educators, this issue reviews 16 short films for children under the age of 14. Films included in the review range from 2 to 29 minutes in length and include song, puppet, verbal, nonverbal, and live-action animation. Topics cover fantasy and fairy tales, handicapped children, advertising techniques, inner city life, and ecology and nature. Produced throughout the 1970s, the films were tested at least three times with different groups of children and evaluated in terms of the children's responses. Each review provides a synopsis of the film, children's reactions to the film, and recommendations concerning ages and programs most suitable for the showing of these films. (LH)

ED 241 000 IR 020 070

Gaffney, Maureen, Ed.

Playing With Film.

Pub Date—80

Note—17p.

Available from—Media Center for Children, Inc., 3 West 29th Street, New York, NY 10001 (write for price; quantity discounts available).

Journal Cit—Young Viewers Magazine; v3 n2 Sum 1980

Pub Type—Collected Works - Serials (022) — Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Filmographies, *Films, Learning Activities, Media Research, Media Selection, *Museums, Nonschool Educational Programs, Program Descriptions, Program Development, Youth Programs

Identifiers—Captioned Films, Film Reviews, *Media Education, PF Project

Designed for media specialists and educators, this issue includes five articles on innovative museum film programs. The first article describes a successful film program conducted at the Staten Island Children's Museum. The second article describes inventive children's programs at the Delaware Museum of Art. The programs use films and activities to stimulate children's interest in museum art collections. The third article offers a brief section on captioned children's films for the deaf. The fourth article reports on two Media Center for Children seminars. Seminar topics included research, books and films, underestimation of children by the media, film artists and art, the use of humor in film, and the potential effectiveness of nonverbal films. The final article presents an interview with Michael Siporin, an independent filmmaker known for his use of humor in films. (LH)

ED 241 001 IR 020 071

Gaffney, Maureen, Ed.

Examining Television.

Pub Date—80

Note—17p.

Available from—Media Center for Children, Inc., 3 West 29th Street, New York, NY 10001 (write for price; quantity discounts available).

Journal Cit—Young Viewers Magazine; v3 n3-4 Fall 1980

Pub Type—Collected Works - Serials (022) — Reports - Research (143) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Early Childhood Education, Elementary Education, *Incidental Learning, Individual Development, *Learning Experience, Nonschool Educational Programs, *Observational Learning, Social Problems, Television Research, *Television Viewing

Identifiers—Australia, Informal Education, *Media Appraisal, PF Project

Designed for media specialists and educators, this issue contains four articles focusing on children and

television. The lead article outlines major Australian views on television, analyzing how these concepts determine that country's use of the medium. The second article reviews international developments in children's television highlighted at the 1979 Books and Broadcasting for Children international seminar. Research into children's perceptions and evaluations of television dramas is documented in the third article. The survey focuses on children's views of situation comedies, reruns, and prime time shows rather than children's programs. This issue closes with excerpts from a book which assesses many movies frequently seen on television. (LP)

ED 241 002 IR 020 072

Gaffney, Maureen, Ed.

Young Viewers/Film Review Supplement. Issue Number 2.

Pub Date—80

Note—17p. A twice-yearly addition available only to subscribers to "Young Viewers" Magazine.

Available from—Media Center for Children, Inc., 3 West 29th Street, New York, NY 10001 (write for price; quantity discounts available).

Journal Cit—Young Viewers/Film Review Supplement; v1 n2 Win 1980

Pub Type—Collected Works - Serials (022) — Reference Materials - Bibliographies (131) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Adults, Annotated Bibliographies, Children, *Content Analysis, Educational Media, Elementary Education, Evaluation Criteria, Film Criticism, Filmographies, Films, *Instructional Films, Media Selection

Identifiers—*Film Reviews, Media Appraisal, PF Project

Designed for media specialists and educators, this issue reviews 19 short films produced between 1956 and 1978. Films range from 2 to 24 minutes in length and include both verbal and nonverbal live-action and animation films. Although most of the films are aimed at elementary-aged children, a few are also suitable for teenagers and adults. The reviews provide synopses of the films, reactions of children during field testing of the films, and recommendations concerning ages and programs the films might be best suited for. The films included in this supplement are screened to eliminate those that are patently sexist, racist, ageist, condescending, or unnecessarily violent. In addition, a sample copy of the evaluation tool used to document children's responses to the films is included. (LH)

ED 241 003 IR 020 073

Gaffney, Maureen, Ed.

Museum Programs.

Pub Date—80

Note—17p.

Available from—Media Center for Children, Inc., 3 West 29th Street, New York, NY 10001 (write for price; quantity discounts available).

Journal Cit—Young Viewers Magazine; v3 n1 Sep 1980

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Early Childhood Education, Elementary Education, Evaluation Criteria, Family Involvement, Filmographies, *Films, Hispanic Americans, Learning Activities, *Learning Motivation, Media Selection, *Museums, Nonschool Educational Programs, Program Descriptions, Program Development, Youth Programs

Identifiers—Film Festivals, Film Reviews, Informal Education, Media Appraisal, *Museum Collections, PF Project

Designed for media specialists and educators, this issue includes five articles exploring the contributions of children's films to museum programs. Following a brief editorial encouraging the use of films in museums, the first article outlines a picture storybook model for evaluating children's films. Several storybook models are identified, and a sample evaluation is offered. The second article describes a study in which four groups of Hispanic children aged 3 to 12 were surveyed to evaluate quality, interest level, and problems of films targeted for this ethnic group. The third article outlines the development of a "discovery tour" program which uses films and activities to stimulate children's interest in museum art collections. The fourth article reviews a 3-day workshop on programming children's films in museums. A list of films is included. The final article describes a family film festival sponsored by

a 1979 conference of the Media Center for Children. Films included in the 4 hour screening of animations, documentaries, and extraordinary stories are reviewed. (LP)

ED 241 004

IR 020 074

Gaffney, Maureen, Ed.
Humanistic Films.
Pub Date—81

Note—34p.; From volume 4 on, the Film Review Supplement is incorporated into the regular quarterly issues of the magazine.

Available from—Media Center for Children, Inc., 3 West 29th Street, New York, NY 10001 (write for price; quantity discounts available).

Journal Cit—Young Viewers Magazine; v4 n3-4 Sum-Fall 1981

Pub Type—Collected Works - Serials (022) — Reference Materials - Bibliographies (131) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Disabilities, Elementary Education, Evaluation Criteria, Film Criticism, Filmographies, Films, Folk Culture, *Humanism, *Humanistic Education, Instructional Films, Media Selection, Poetry, Resource Materials, Sex Role

Identifiers—*Film Reviews, Media Appraisal, Media Education, Media for the Handicapped, PF Project

Designed for media specialists and educators, this issue includes seven articles focusing on humanistic films for children. Following a brief editorial encouraging the ideals of humanism, the first article presents an analysis of seven films with positive sex-role models. Included is a model for evaluating children's films. The second article describes an interview with master artist and storyteller, Gerald McDermott, about his work as a filmmaker. The third article describes a film/poetry activity in which 10 films were shown to fourth graders in an economically depressed area to evaluate quality, interest level, and problems of the films. The fourth article provides descriptions of 16 films about people with handicaps in which the abilities rather than the disabilities of the people are portrayed. The fifth article recommends two books about media education that can be used as references. The sixth article presents a list of short 16mm films that are adaptations of literature or folktales. Eighteen short 16mm films, ranging from brief lyrical works and narrative dramas to documentaries, are reviewed in the final article, the film review supplement. (LH)

ED 241 005

IR 020 075

Gaffney, Maureen, Ed.
What Kids Learn from the Screen.
Pub Date—81

Note—17p.

Available from—Media Center for Children, Inc., 3 West 29th Street, New York, NY 10001 (write for price; quantity discounts available).

Journal Cit—Young Viewers Magazine; v4 n1 Win 1981

Pub Type—Collected Works - Serials (022) — Reference Materials - Bibliographies (131) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Children's Television, Early Childhood Education, Educational Television, Elementary Education, Filmographies, *Incidental Learning, *Learning Experience, Nonschool Educational Programs, Nonverbal Learning, *Observational Learning, Public Television, *Television Research, *Television Viewing

Identifiers—Australia, Film Reviews, *Media Appraisal, Media Education, PF Project, Television Criticism

Designed for media specialists and educators, the four articles in this issue focus on television's effects on children. Following a brief editorial reviewing current directions of research in this area, the first article compares the American pre-school educational television program "Sesame Street" with its Australian counterpart. Learning objectives, the pre- and postproduction research, and the impact both programs have on young viewers are considered. The second article discusses the design of a new Australian pre-school television program. The growing market for children's films and videotapes in cable television is outlined in the third article. The final article in this issue reviews eight films ranging from pure cinema to documentary and narrative shorts. (LP)

ED 241 006

IR 020 076

Gaffney, Maureen, Ed.

Films and Feelings.

Pub Date—81

Note—21p.

Available from—Media Center for Children, Inc., 3 West 29th Street, New York, NY 10001 (write for price; quantity discounts available).

Journal Cit—Young Viewers Magazine; v4 n2 Spr 1981

Pub Type—Collected Works - Serials (022) — Reference Materials - Bibliographies (131) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Communication, Classroom Environment, Elementary Education, *Emotional Experience, *Emotional Response, Film Criticism, Filmographies, *Films, Media Selection, Program Descriptions, Program Development

Identifiers—Film Reviews, Media Appraisal, Media Education, PF Project

Children's emotional responses to films are the focus of the four articles in this issue designed for media specialists and educators. Following an editorial discussing the responsibilities of media as put forth by Bruno Bettelheim, the first article presents a methodology and rationale for using story films to encourage children's exploration of their feelings. An annotated film bibliography is included. The second article presents a Media Center for Children film and activity session illustrating the following techniques for using films with children: a scaffolding introduction, talking aloud during the screening, and post-film discussions. The use of media as a means of bringing feelings into the classroom is the topic of the third article. Several books which can form a foundation for this new approach to media in education are described. This issue concludes with a review supplement of seven films ranging from pure cinema to nature study documentary. (LP)

ED 241 007

IR 020 077

Gaffney, Maureen, Ed.

The Basics of Film Programming with a Special Emphasis on Museums.
Pub Date—82

Note—49p.

Available from—Media Center for Children, Inc., 3 West 29th Street, New York, NY 10001 (\$7.50).

Journal Cit—Young Viewers Magazine; v5 n3 Sum 82

Pub Type—Collected Works - Serials (022) — Reference Materials - Bibliographies (131) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Documentaries, Early Childhood Education, Elementary Education, Evaluation Criteria, Family Involvement, Filmographies, *Films, Film Study, *Media Selection, *Museums, Nonschool Educational Programs, Program Descriptions, Program Development, Program Implementation, Summer Programs, *Youth Programs

Identifiers—Film Festivals, *Film Programming, Film Reviews, Media Education, PF Project

Media specialists and educators considering implementation of child-oriented film programs are provided with useful guidelines and case studies. Following an editorial assessing the myth of the short attention span in children, 10 articles cover the planning, promotion, and implementation of a variety of museum film programs. Included are: large audience exhibitions, a children's summer film and activity program, an audience participation program, an independent film program, and a family film festival. Articles also consider the adaptability of these specific programs to other environments such as libraries, schools, and community centers. Also included in this issue are two film reviews and a resource list on film history, technique, and programming. (LP)

ED 241 008

IR 020 078

Fuchs, Merrill Lee Gaffney, Maureen
Using Folktale Films.
Pub Date—82

Note—41p.

Available from—Media Center for Children, Inc., 3 West 29th Street, New York, NY 10001 (write for price; quantity discounts available).

Journal Cit—Young Viewers Magazine; v5 n1-2 Win-Spr 1982

Pub Type—Collected Works - Serials (022) — Reference Materials - Bibliographies (131) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Animals, Annotated Bibliographies, Characterization, Elementary Secondary Education, *Fables, *Fantasy, Filmographies, *Films, *Folk Culture, Learning Activities, Literary Devices, Models, Resource Materials, Stereotypes, Symbols (Literary), Teaching Methods

Identifiers—Film Reviews, *Frog Prince or Faithful Henry, Media Appraisal, *Media Education, PF Project

A model user's guide for the film, "The Frog King or Faithful Henry," introduces media specialists and educators to the range of possibilities for developing different activities for different objectives and age levels from a single film. An introductory article provides a synopsis of the film, rationale for its choice as a model, a discussion of folklore, and suggestions for using the guide. The bulk of the issue is divided into users' guides for the following grade levels: kindergarten to 4th grade, 5th to 8th grade, and 9th to 12th grade. These guides include activities and discussion questions on the movie and related topics, such as fantasy and reality, animal symbols, characters and conflicts, folklore, realism and illusion, attitudes towards animals, and stereotypes. Six annotated bibliographies cover filmmaking and film use, animals, animals in art, bestiaries, folktales and folklore, history resources, poetry, and related films. The issue concludes with a review supplement of nine films that are either folktale films or that have a thematic relation to "The Frog King." (LP)

ED 241 009

IR 020 079

Gaffney, Maureen, Ed.
Filmmaking with Kids.
Pub Date—82

Note—13p.

Available from—Media Center for Children, Inc., 3 West 29th Street, New York, NY 10001 (write for price; quantity discounts available).

Journal Cit—Young Viewers Magazine; v5 n4 Fall 1982

Pub Type—Collected Works - Serials (022) — Reference Materials - Bibliographies (131) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Animation, Curriculum Development, Elementary Secondary Education, Filmographies, *Film Production, Films, Instructional Films, Learning Activities, *Production Techniques

Identifiers—*Media Education, PF Project

Designed for media specialists and educators, this issue includes three articles which provide practical information for those who want to try making films with adolescents and children. The first article discusses cel animation techniques and explores applications of this type of filmmaking to the regular curriculum. The article touches on the filmmaking settings; potential problems; handy supplies; handling frustration; and avoiding equipment, artwork, and filming process disasters. The second article details the process of tracing paper/line animation—a technique found to be successful in workshops with rural Vermont children. Emphasis is on children's imagination and perseverance rather than drawing skills. The final section reports on liveaction filmmaking workshops with children and teenagers in an urban youth center, a hospital spinal injury unit, and at the Albright-Knox Art Gallery (New York). In this article, filmmaking is seen as an alternative to traditional art activities and as a way in which youngsters can acquire necessary technical skills. The issue concludes with a filmography listing of over 50 animation films. (LH)

ED 241 010

IR 020 080

Gaffney, Maureen, Ed.
Parents, Kids and TV.
Pub Date—83

Note—9p.

Available from—Media Center for Children, Inc., 3 West 29th Street, New York, NY 10001 (\$5.00).

Journal Cit—Young Viewers Magazine; v6 n1 Spr 1983

Pub Type—Collected Works - Serials (022) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, *Child Development, Children, Concept Formation, Developmental Stages, Emotional Development, *Family Involvement, Incidental Learning, *Learning Experience, Nonformal Education, Popular Culture, Social Development, *Television Viewing, Values Education

Identifiers—*Media Appraisal, Media Education,

PF Project, *Television Criticism

Three articles offer parents suggestions on how to make television a positive experience for their children. An editorial introduces the following themes basic to all the articles: type and amount of television viewing should be regulated by parents; parents should discuss television with their children; and parents must become aware of the differences in the way adults and children perceive television portrayals. The first article weighs television's current tendency to influence children's opinions, values, and behavior through a basically distorted world view against its potential for offering sound problem solving models and encouraging children to examine their self-worth and their family and social values. The second article summarizes the developmental stages and preferences in children's television viewing. Originally developed as a handout for parents, the final article outlines a 4-week program for making family television watching more participatory and more critical. (LP)

ED 241 011

IR 050 445

Bills, Linda G.

Cataloging Before and After OCLC. Illinois Valley Library System OCLC Experimental Project. Report No. 3.

Illinois Valley Library System, Pekin.
Spons Agency—Illinois State Library, Springfield.
Pub Date—Jun 83
Grant—LSCA-I-79-IX-C
Note—82p.; For related documents, see IR 050 665 and IR 050 673.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Cataloging, *Cost Effectiveness, *Library Expenditures, Library Networks, Library Personnel, Library Surveys, *Online Systems, Program Effectiveness, Records (Forms)
Identifiers—Illinois Valley Library System, Library Statistics, *OCLC, Time Studies

A project was conducted from 1980 to 1982 to determine the costs and benefits of OCLC use in 29 small and medium-sized member libraries of the Illinois Valley Library System (IVLS). Academic, school, public, and special libraries participated by recording the time and staffing levels used for and the cost of OCLC and pre-OCLC cataloging (by in-house typing or duplicating of cards or purchase of vendor cards). It was found that (1) OCLC cataloging cost more than other methods, particularly for public and school libraries; (2) OCLC use provided a substantial reduction in staff cataloging time; (3) OCLC cataloging work was shifted to less expensive staff members in half of the libraries; (4) more cataloging information was provided when using OCLC; and (5) some libraries experienced decreased cataloging turnaround time with OCLC. Interviews with library directors and staff indicated other OCLC benefits, such as its use for interlibrary lending. A total of 22 of the 29 libraries decided to continue using OCLC after the project ended, despite its higher costs. This report describes project methodology and results with appendices presenting statistical information on project libraries, a map of IVLS, and sample worklog forms for the pre-OCLC cataloging studies and the OCLC cataloging study. (ESR)

ED 241 012

IR 050 548

CARISPLAN Procedure Manual: Institutional Author Record Card.

United Nations Economic Commission for Latin America, Port-of-Spain (Trinidad). Caribbean Documentation Centre.

Report No.—CDCC/CIS/83/2

Pub Date—Aug 83

Note—31p.; For a related document, see ED 238 432.

Pub Type—Guides - General (050) — Reference Materials (130)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Authors, *Cataloging, *Databases, Guidelines, Information Systems, *Organizations (Groups), Records (Forms)

Identifiers—*Name Authority Files, United Nations

This manual outlines the prescribed format and content of an institutional author record card, which forms the basis of the CARISPLAN (Caribbean Information System for Economic and Social Planning) Institutional Author Authority File used in conjunction with the databases of the United Nations (UN) Economic Commission for Latin America (ECLA). Fifteen fields are described, covering the officially selected institution name, city, coun-

try, parent body, former name(s), subsequent name(s), the language of the institution name, any versions of the name in other languages, any other versions of the name, a notation if the institution is a UN organization, identification of the information center and person entering institutional author data, the date of data entry, the source for the officially selected author information, and an ISIS (Integrated Set of Information System) number used to uniquely identify institutional authors in ECLA databases. Each field description comprises a definition of data included in the field, a description of the field's purpose and basic characteristics, and rules for data entry. A sample record format and a field definition table are also provided. Appendices present further guidelines for the choice and form of data entries, lists of country and language codes used on the record card, and a 10-item glossary. (ESR)

ED 241 013

IR 050 588

National Commission on Libraries and Information Science. Annual Report, 1981-1982.

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date—Apr 83

Note—88p.; Photographs and Executive Summary (on gray paper) may not reproduce clearly. For related document, see ED 212 285.

Available from—For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annual Reports, Federal Legislation, Information Dissemination, *Information Needs, Information Science, *Information Services, *Institutional Cooperation, *Libraries, *National Programs, Public Agencies, Rural Population
Identifiers—*Information Technology, International Business Machines, *National Commission Libraries Information Science, Public Sector Private Sector Cooperation, Resource Sharing

This report, submitted to the President in accordance with the National Commission on Libraries and Information Science (NCLIS) Act (PL 91-345), describes NCLIS activities for the 12-month period from October 1, 1981 through September 30, 1982. Activities specially noted include the dissemination of the NCLIS report entitled "Public Sector/Private Sector Interaction in Providing Information Services"; coordination of hearings on the changing information needs of rural America and on computer-based information systems and services in agriculture; and initiation of a public/private sector cooperative project with IBM (International Business Machines) to investigate the impact of technology on libraries. Sections cover: (1) introductory material; (2) work with the executive and legislative branches and national and international library/information science associations; (3) progress made in accomplishing three major NCLIS goals, i.e., developing specifications for new library legislation, improving the dissemination of federal information, and improving library services through resource sharing and applications of technology; (4) other activities; (5) future directions and plans; and (6) personnel and administrative changes. A list of NCLIS personnel and an executive summary are also provided. Appendices include a copy of Public Law 91-345; a fiscal statement; and lists of NCLIS publications, publications and media produced by the 1979 White House Conference on Library and Information Services (WHCLIST), NCLIS projects, and former commission members. (ESR)

ED 241 014

IR 050 589

Final Report to the National Commission on Libraries and Information Science from the Community Information and Referral Services Task Force.

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date—May 83

Note—33p.

Available from—For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Check Lists, *Community Information Services, Guidelines, *Institutional Cooperation, Library Role, *Library Services, *Public Libraries, Social Agencies, *Social Services
Identifiers—National Commission Libraries Infor-

mation Science

This report describes the work of the Community Information and Referral (CI&R) Services Task Force, which was appointed by the National Commission on Libraries and Information Science (NCLIS) to investigate the status of CI&R in libraries and social service agencies and to make recommendations regarding the appropriate role for libraries in the field of CI&R. CI&R is defined as the active process of linking people with needs to resources (agencies, programs, people, or institutions) that can handle those needs. The body of the report is divided into four sections: (1) a concise statement of the problem and the history of the Task Force; (2) a definition of the scope of CI&R services and an analysis of these services, from the perspective of users, the government, and CI&R providers; (3) a list of organizational, staff, and administrative criteria that contribute to the provision of high-quality CI&R services and an analysis of possible ways to provide these services, with the conclusion that CI&R is an interdisciplinary task best accomplished by the coordination of social service agency and library efforts; and (4) a series of 13 recommendations in the areas of education, policy/legislation, promotion of services, and experimentation and study. Also provided are an executive summary and a Task Force membership list. (Author/ESR)

ED 241 015

IR 050 590

Task Force on Library and Information Services to Cultural Minorities. Report.

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date—83

Note—135p.; For related document, see ED 233 734.

Available from—For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—American Indians, Asian Americans, Blacks, Guidelines, Hispanic Americans, *Information Needs, Library Acquisition, *Library Collections, Library Education, *Library Personnel, *Library Services, *Minority Groups, Needs Assessment, Public Libraries, Questionnaires
Identifiers—*Library Funding

This report describes the work of the Task Force on Library and Information Services to Cultural Minorities, which was appointed by the National Commission on Libraries and Information Science (NCLIS) to explore the status of services, resources, and programs for American Indians, Asian Americans, Hispanic Americans, and Afro-Americans, and to make recommendations for improvement. Sections cover: (1) minority library and information needs; (2) the representation of minorities among library personnel, with a discussion of salaries, library schools and library education, continuing library education, staff development programs, and specialized library skills; (3) library services and programs for minorities including adult education programs and information and referral services; (4) the material and resource needs of America's minorities, touching on availability of resources, networking, barriers to access, collection development, selection policies, publishing, and other areas of concern; and (5) financing of library programs for minorities, covering the funding status of these programs, financial planning, and funding requirements. Forty-two recommendations are presented. Also provided are an executive summary and a foreword noting eight recommendations which NCLIS has declined to support. Appendices describe the methodology and findings of a needs assessment study of library/information service for Asian Americans (with a sample questionnaire provided); report on the needs of other minorities; and list Task Force participants. (ESR)

ED 241 016

IR 050 624

Zeidberg, David S.

Collection Security in ARL Libraries. Kit 100. Association of Research Libraries, Washington, D.C. Office of Management Studies.

Pub Date—Jan 84

Note—102p.; Systems and Procedures Exchange Center, Office of Management Studies, Association of Research Libraries, 1527 New Hampshire Ave., NW, Washington, DC 20036 (\$15.00 prepaid).

Pub Type—Collected Works - General (020) — Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Libraries, Administrative Policy, Higher Education, Library Surveys, *Position Papers, Questionnaires, *Research Libraries, *Security Personnel, *Stealing

Identifiers—Book Losses, Book Mutilation, *Library Security

Responses to a one-page questionnaire on library security were received from 89 of 117 Association of Research Libraries (ARL) institutions (76%). The questions, which covered administrative security control, security policies and procedures, permanent identification of library materials, and swift responses to possible theft were derived from a longer questionnaire prepared by the Security Committee of the Association of College and Research Libraries (ACRL). It was found that 31% of the responding libraries had a security officer, 87% and 33% were marking their general and special collections respectively, 15% had a collection security policy, and most of the policies prescribed what to do about thefts after the fact. This publication contains (1) the two questionnaire forms; (2) security policy and procedure documents from Brown University, New York State Library, Colorado State University, Columbia University, Cornell University, Florida State University, University of Michigan, University of Toronto, McMaster University, and University of California, Riverside; and (3) task force reports on library security from Brigham Young University and University of Illinois at Urbana-Champaign. A six-item bibliography, a concise summary of survey results, and an evaluation sheet for this ARL Systems and Procedures Exchange Center (SPEC) kit are also provided. (ESR)

ED 241 017

IR 050 625

Moder, Marylouise D.

A Comparison of Placement and Salary Statistics of the School of Library and Information Management, Emporia State University with National Figures.

Pub Date—[83]
Note—42p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Graduates, Comparative Analysis, Employment Statistics, Higher Education, *Job Placement, *Librarians, Library Schools, *National Surveys, *Salaries, Salary Wage Differentials, Tables (Data), Trend Analysis

Identifiers—*Emporia State University KS

Placement and salary statistics from the School of Library and Information Management at Emporia State University (ESU) in Kansas were compared with national figures for the period 1974 through 1981. National statistics were taken from the "Placement and Salaries" studies of recent graduates of American Library Association (ALA) accredited library programs, which appear annually in the "Bowker Annual of Library and Booktrade Information" and "Library Journal." It was found that (1) the percentage of ESU graduates securing library positions was higher than the national average; (2) Emporia had a higher proportion of male graduates than was true for the nation as a whole; (3) the salaries of new ESU master's degree recipients were lower than the nationwide average but closer to national norms than expected; and (4) ESU placement figures by type of library, with a heavy emphasis on placements in school libraries, did not reflect national trends toward a high proportion of placements in special libraries and other information specialties. The report includes eight tables which present national and ESU statistics on male and female library school graduate placements and the high, low, average, and median salaries of beginning male and female librarians. (Author/ESR)

ED 241 018

IR 050 626

Lancaster, F. Wilfrid Smith, Linda C.

Compatibility Issues Affecting Information Systems and Services.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

Report No.—PGI-83/WS/23

Pub Date—Sep 83

Note—228p.

Pub Type—Information Analyses (070)—Opinion Papers (120)—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Case Studies, *Citations (References), Computer Programs, *Computers, Databases, Indexing, Information Dissemination, *Information Services, *Information Systems, International Programs, Online Systems, *Standards, Thesauri

Identifiers—*Compatibility (Information), Information Transfer

This UNISIST publication discusses issues related to the compatibility and standardization of bibliographic records, index languages, software, hardware, and other information systems and services. Following an executive summary, definitions of terms, and other introductory material, existing information systems with common standards are briefly described. A section on compatibility of bibliographic records then discusses codes for bibliographic description, record formats, a common communication format, data exchange problems, bibliographic references, journal titles, script conversion, authority files, filing order, serial holdings data, and bibliographic record problems. Index language issues and products discussed include vocabulary compatibility, the intermediate lexicon, an integrated vocabulary approach, microthesauri, the macrovocabulary, algorithmic approaches, multilingual processing, other aspects of terminological compatibility, and index language problems. The section on software compatibility covers programs and programming languages, command languages, database management systems, machine assistance for searching, user-system interfaces, and software problems, while the hardware section discusses computers, input/output devices, information storage devices, character sets, information transmission, computer networks, machine-machine interfaces, and hardware problems. Compatibility of numeric databases and the management aspects of compatibility are discussed. Also presented are a series of case studies showing how eight organizations have achieved some level of compatibility in information exchange. A series of conclusions, a 566-item bibliography, and a list of abbreviations and acronyms conclude the publication. (ESR)

ED 241 019

IR 050 627

Janke, Richard V.

Databases and Search Services North of the Border.

Pub Date—1 Nov 82

Note—18p.; Paper presented at the Online '82 Conference (Atlanta, GA, 1 November 1982).

Pub Type—Reports - Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Databases, Foreign Countries, *Information Retrieval, Newspapers, *Online Systems, *Telecommunications

Identifiers—*Canada, *Packet Switched Networks

This paper presents an overview of the major Canadian online systems, which account for approximately 5% of information vendors and databases worldwide. Also described is DATAPAC, Canada's national telecommunications network, and DATAPAC's X.75 interface with TELENET, TYMNET, UNINET, and France's TRANSPAC. The online systems described include: (1) CAN/OLE, the online system of the Canada Institute for Scientific and Technical Information (CISTI), Ottawa, which provides access to some 20 databases of which 9 are Canadian; (2) IDRC/MINISIS, an information retrieval system developed by the International Development Research Centre (IDRC), Ottawa, which is used as a training system because it can be searched without charge by all Canadian online search centers; (3) QL/SEARCH, the online system developed by QL Systems Ltd., Ontario, which provides access to over 60 databases with emphasis on Canadian information; (4) INFO GLOBE, the full-text online version of the Globe and Mail (Toronto), one of Canada's leading newspapers; and (5) INFORMATECH/QUESTEL, a completely French-language online system operated under the auspices of the Quebec government's Ministry of Communications. The importance of Canadian online and telecommunications systems, both to Canadian searchers and others, is emphasized. A list of the addresses of Canadian online services and a 16-item bibliography are also provided. (Author/ESR)

ED 241 020

IR 050 628

Perreault, J. M. Berman, Sanford

A Dialogue on the Subject Catalogue. J. M. Perreault: "A Representative of the New Left in

American Subject Cataloging." A Review Essay on Sanford Berman's "The Joy of Cataloging" with Response by Sanford Berman. Occasional Paper Number 161.

Illinois Univ., Urbana. Graduate School of Library and Information Science.

Pub Date—Nov 83

Note—66p.

Available from—University of Illinois, Graduate School of Library and Information Science, 505 E. Armory Street, 249 Armory Bldg., Champaign, IL 61820. (\$3.00 per copy).

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cataloging, *Classification, *Library Technical Processes, *Subject Index Terms

Identifiers—*Berman (Sanford), Dewey Decimal Classification, Library of Congress Subject Headings

Perreault's essay presents a critical review of "The Joy of Cataloging," a collection of 44 essays, addresses, reviews, and letters by Sanford Berman, head cataloger at the Hennepin County Library (HCL) in Edina, Minnesota. Cataloging principles ascribed to Berman include naturalness and fullness of language, file integration, findability (exemplified by a rich multiplicity of added entries), and fairness (nonoffensive, noncritical cataloging). It is asserted that Berman lacks familiarity with general scholarly practice and with the theoretical foundations of cataloging. Berman's attitudes on descriptive cataloging and his attack on Anglo-American Cataloguing Rules, 2nd edition (AACR2) are described, as are his proposals for avoiding subject headings offensive to groups of persons. A case study in Berman's use of nonoffensive cataloging is given, with comments on Berman's lack of concern for systematicity. Also described are Berman's attitude toward the Library of Congress Subject Headings (LCSH) as a system, his views on syndesis and the improvement of subject heading systems, and his opinions on the Dewey Decimal Classification (DDC) system. The style of Berman's book is also reviewed. A series of heated responses by Sanford Berman and J. M. Perreault, a brief editorial comment, and the authors' vitae conclude the publication. (ESR)

ED 241 021

IR 050 629

Schon, Isabel And Others

The Effects of a Special School Library Program on Elementary Students' Library Use and Attitudes.

Pub Date—[83]

Note—12p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, Elementary Education, *Library Extension, Library Research, Reading Attitudes, *School Libraries, *Student Attitudes, *Student Motivation, Use Studies

Identifiers—Library Users

A group of 40 elementary school librarians in the greater Phoenix area of Arizona were invited to participate in a study of the effects of an experimental school library motivational program on library use, library attitudes, and reading attitudes of elementary school students. Librarians at 13 schools participated, with 11 completing the study. Each librarian provided a program of specific library activities taken from "Procedures for Library Study" (Everett, 1982) for sixth grade students, with a control group of students denied any exposure to the special library program. The effects of the program on elementary school students' classroom-related and non-classroom-related (social, study, or research) library use were large, and generalizable to the population of schools of which the 11 studied are representative. Students' attitudes toward the school library/librarian and reading also seemed to improve as a consequence of the program, although this result was suggestive rather than definitive. Although girls made greater use of the library and tended to have more favorable reading attitudes, the treatment appeared to have an equal effect on both sexes. The participating school librarians were very favorable in their evaluation of the program. A seven-item bibliography is provided. (ESR)

ED 241 022

IR 050 630

Institution Libraries Statistics/1982-83.

New York State Library, Albany.

Pub Date—[83]

Note—44p.; For related document, see ED 220 112.

Pub Type—Numerical/Quantitative Data (110)—

Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annual Reports, Directories, *Institutional Libraries, Library Circulation, *Library Expenditures, *Library Materials, *Library Networks, Library Personnel, *State Agencies, Working Hours

Identifiers—*Library Statistics

This compilation of annual reports of 169 New York State institution libraries for the year ending March 31, 1983, presents data on total resident population, library materials, interlibrary lending, circulation, library hours, percentage of population having direct library access, total paid library staff, and dollar expenditures. The institutions represented are concerned with correctional services, drug abuse services, education, health, mental health, mental retardation, developmental disabilities, and youth. In a separate table, a comparative summary indicates annual library expenditures for salary, materials, and other categories by institution type since 1973, including percentages of increase and decrease. Appendices comprise a key to the abbreviations used; a directory of state institutions which includes their addresses, the state department and system with which they are associated, and the names of both the librarian and the head of the institution; a list of public library systems showing the institutions in the same geographical area; and a sample New York State Institution Library Annual Report Form. (ESR)

ED 241 023

IR 050 631

Streetfield, David

Moving towards the Information User: Some Research and Its Implications.

Pub Date—83

Note—20p.

Journal Cit—Social Science Information Studies; v3 p233-40 1983.

Pub Type—Opinion Papers (120) - Reports - Descriptive (141) - Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Administration, Elementary Secondary Education, Foreign Countries, Information Needs, *Information Science, *Information Services, Local Government, Program Development, *School Districts, Social Science Research

Identifiers—*Educational Information, Education Management Information Exchange, Phenomenology, *Positivism, United Kingdom, User Needs

This two-part article outlines the provisions and limitations of the positivist and phenomenologist views of information science and describes the United Kingdom (UK) Education Management Information Exchange (EMIE), a 4-year experimental project aimed at developing and testing a range of information services for education officers and advisors in local authority education departments. The first part of the article examines the consequences of positivist information science including the distortion of such concepts as the "information user," "user education," and "information need." The limitations of the phenomenological approach to information service design are also explored and a new approach to information research and development is described which is based on greater understanding of information users. In the second part, three phases of the EMIE project are outlined: an exploratory phase which included observation of education officers at work; a 6-month trial period in which services were tested; and the current operational phase during which services are being offered to all LEAs (Local Education Authorities) in England and Wales. The role of an EMIE-style service in relation to decision-making is discussed and the case is advanced for closer involvement of users in information service design and provision. A 53-item bibliography is provided. (Author/ESR)

ED 241 024

IR 050 632

Clark, Philip M.

New Approaches to the Measurement of Public Library Use by Individual Patrons. Occasional Paper Number 162.

Illinois Univ., Urbana, Graduate School of Library and Information Science.

Pub Date—Dec 83

Note—49p.

Available from—University of Illinois, Graduate School of Library and Information Science, Publications Office, 249 Armory Building, 505 E. Armory Street, Champaign, IL 61820 (\$3.00 per

copy).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Data Analysis, *Data Collection, *Library Circulation, Library Planning, Library Research, Library Services, *Research Methodology, *Use Studies

Identifiers—Library Statistics, *Library Users, *User Characteristics

Based on the concept that library use measurement should have as its basic starting point the individual patron, a method of data collection and analysis has been developed that explores individual patterns of borrowing over time. The method accounts for the number of visits on which borrowing takes place, number of items borrowed per visit, and total items borrowed over time, and it relates these to personal characteristics such as gender and distance of residence from the library. Four "core groups" can be identified from this analysis: core borrowers, heavy visitors, heavy borrowers, and light users. The study of individual user patterns results in a variety of potential applications for library decision making, such as a revised look at reciprocal borrowing policy, new knowledge of patron characteristics in relation to library use, and more information on the proportion of community residents who borrow, the variations in use patterns by day of the week, and the use of multiple units in the same library system. This publication describes the basic principles of individual use measurement, methods of data collection, illustrative findings from two different library systems, practical applications of individual user measurement, and areas where further research and development of the methods will be necessary. Also presented is the author's vita. (Author/ESR)

ED 241 025

IR 050 633

Sammataro, Linda

Nursing and Health. A Guide to Selected Library Information at the University of Tennessee, Knoxville. Revised.

Tennessee Univ., Knoxville. Univ. Libraries.

Pub Date—Aug 83

Note—36p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Databases, *Health, Library Guides, *Medicine, Psychology, *Reference Materials, Social Sciences, Statistical Data

Identifiers—*University of Tennessee Knoxville
Intended for researchers in nursing and health-related disciplines, this guide provides an annotated listing of 115 health science reference sources found in the libraries of the University of Tennessee, Knoxville. An introduction to library research covers use of the card catalog, the serials holdings list, and Library of Congress call numbers. Sources of periodical articles, book reviews, and abstracts are described, including general information indexes; biomedical, nursing, and health care indexes and abstracts; social sciences indexes and abstracts; and databases. A section on biomedical, psychiatric, and psychological dictionaries and manuals precedes sections on pharmacological reference sources and nursing and health science handbooks and directories. Also described are indexes to sources of statistics and publications containing general social statistics and statistics specifically related to the health care fields. An author/title index concludes the publication. (ESR)

ED 241 026

IR 050 634

Wood, Richard J.

A One Credit, Self-Paced Library Research Course and Its Impact on the Knowledge and Attitude Base of Slippery Rock University Students.

Pub Date—[83]

Note—23p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Libraries, Higher Education, *Library Instruction, *Library Skills, Pretests Posttests, *Program Effectiveness, Questionnaires, *Student Attitudes

Identifiers—*Slippery Rock University PA

A study was conducted to determine the educational value and effectiveness of a one-credit library research course offered since 1981 at Slippery Rock University (SRU) in Pennsylvania. The course is based on a workbook adapted from the one used at

Pennsylvania State University and students are required to complete workbook exercises and to compile a bibliography on 1 of a possible 25 topics. Based on t-test analysis of pretest and posttest results from an experimental group and a control group and on results of the administration of a Semantic Differential scale, it was found that there was a significant, positive gain in student knowledge of the library and student attitudes toward the library as a result of the course. One puzzling finding was that the pretest scores of the experimental group were much lower than those of the control group. This paper describes the study methodology and results, and also presents information on the history of library instruction at SRU and the objectives and design of the SRU library research course. Copies of the Semantic Differential form and the pre/posttest used to evaluate library attitudes and knowledge respectively are provided in appendices. (Author/ESR)

ED 241 027

IR 050 635

Janke, Richard V.

Online After Six: The University of Ottawa's Experience with BRS/After Dark.

Pub Date—31 Oct 83

Note—9p.; Paper presented at the Annual Users Meeting of Bibliographic Retrieval Services, Inc. (8th, Boston, MA, October 31, 1983).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Libraries, Fees, Foreign Countries, Higher Education, *Information Retrieval, *Library Services, *Online Systems, Program Design, Publicity, *Reference Services

Identifiers—*Bibliographic Retrieval Services, *End Users, University of Ottawa (Canada)

This paper describes the provision of end-user search services in the libraries of the University of Ottawa using BRS/After Dark. It is noted that the service—Online After Six—is available during the evening hours to university faculty, students, and staff and to the general public. Program planning stages, service regulations, fees charged, and publicity methods are described. Based on initial usage of the system by education students, it is reported that difficulties encountered by clients and library staff included problems in using Boolean logic and the online print commands, low awareness of the range of databases relevant to any particular question, and the need for more extensive user assistance than was originally anticipated. Positive outcomes of the program are also outlined, e.g., 40% of the end users had fully satisfactory search results, even as first time users. The necessary prerequisites for an after-hours end-user search service in an academic library are concluded to be a positive perception of the possibilities such a service may offer clients; groundwork to convince the library administration that the project is feasible; careful planning, coordination, and training of staff prior to service start-up; provision of quality documentation to end users; and arresting publicity. A seven-item bibliography is provided. (ESR)

ED 241 028

IR 050 636

Pennsylvania Guidelines for School Library Media Programs.

Pennsylvania State Library, Harrisburg.

Pub Date—83

Note—51p.

Pub Type—Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, Guidelines, *Learning Resources Centers, Library Collections, Library Facilities, Library Instruction, Library Personnel, *Library Skills, *Library Standards, *Program Effectiveness, *School Libraries, *State Standards

Identifiers—*Pennsylvania
Intended to assist local school districts in meeting the requirements of the Pennsylvania Code, Title 22, Chapter 5, this publication provides guidelines which school districts can use to develop a flexible integrated K-12 school library media program supported by local school policies and operational procedures. Following a diagram showing the hierarchy of support for school library media programs in Pennsylvania and a glossary of terms, chapters cover: (1) the philosophy and rationale for school library media programs; (2) program scope and sequence, with a chart showing goals, objectives, and relevant tasks at the elementary, junior high, and senior high levels for a series of 12 skills; (3) the

development of student outcome statements related to the school library media program; (4) the integration of the school library media program into the total school curriculum, with an outline of staff, facility, budget, and collection requirements; and (5) the process of evaluating the effectiveness of school library media programs. A list of seven references is provided. Appendices contain goals of state regulations and guidelines covering goals of quality education, school library requirements, certification requirements, copyright issues, and materials selection policies. (ESR)

ED 241 029 IR 050 637

Egon, Burdette And Others
Report of the Council on Library and Network Development on Funding for State Level Resource Providers. Bulletin No. 4150.
Wisconsin State Dept. of Public Instruction, Madison.

Report No.—WSDPI-Bull-4150
Pub Date—Sep 83
Note—52p.
Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC03 Plus Postage.
Descriptors—Guidelines, Interlibrary Loans, *Library Networks, *Library Services, Reference Services, State Agencies, State Legislation, *State Programs, *Statewide Planning
Identifiers—*Library Funding, Resource Sharing, *Wisconsin

This publication describes Wisconsin state level library services and their funding and presents recommendations related to state level resource providers, as required by Wisconsin Statutes, Chapter 347, Laws of 1979. Types of and the structure for providing statewide library services and resources are outlined, followed by a description of statutory, contractual, and other Wisconsin resource providers and their funding sources. A series of 17 recommendations are then presented, covering the designation of selected libraries to provide specialized backup interlibrary loan, information, and open access services to libraries and citizens in Wisconsin; the inclusion of a definition of a state level resource provider in the Wisconsin Statutes; the continued status of the Reference and Loan Library, the State Historical Society, the State Law Library, and the Legislative Reference Bureau as the only organizations with statutory responsibilities for statewide library services; funding for statutory and contractual state level resource providers; and related issues. Appendices contain copies of relevant Wisconsin statutes and describe the clientele, library collections, funding sources, and statewide document delivery, information/reference, and special services of statutory, contractual, and other Wisconsin state level resource providers. A list of assumptions and principles on which the recommendations are based concludes the report. (ESR)

ED 241 030 IR 050 638

Harris, Ruth And Others
Report of the Council on Library and Network Development on State Aid to Public Library System Resource Libraries. Bulletin No. 3358.
Wisconsin State Dept. of Public Instruction, Madison.

Report No.—WSDPI-Bull-3358
Pub Date—May 83
Note—9p.
Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Guidelines, Interlibrary Loans, *Library Acquisition, *Library Networks, *Public Libraries, *State Aid, *Statewide Planning
Identifiers—*Library Funding, Resource Sharing, *Wisconsin

Based on a Council on Library and Network Development (COLAND) study mandated by Wisconsin Statutes, Chapter 347, Laws of 1979, this publication recommends that state aid to public library system resource libraries be increased by 10%, with the funds to be used strictly for resource library collection development. Issues examined during the study and the need for a proposal related to state aid for public libraries are outlined. Desirable and undesirable features of the current status of resource libraries are listed, with desirable features including local control of public libraries and the current coordination of collection development on a statewide basis, and undesirable features including inadequate public library system funding and the concomitant channeling of library funds into staff and maintenance rather than collection development. The minimum functions of a public library system resource library are outlined, including serving as a system interlibrary loan clearinghouse, providing a backup library collection for system libraries, cooperating with the library system in a coordinated collection development program, and providing reference and referral services for system libraries. It is also recommended that the impact of the state aid proposal be evaluated five years after the enactment of the proposal into law. (ESR)

ED 241 031 IR 050 639

Report of the Evaluation Meeting on the Caribbean Information System (Port-of-Spain, Trinidad and Tobago, July 6-8, 1983).

United Nations Economic Commission for Latin America, Port-of-Spain (Trinidad). Caribbean Documentation Centre.

Report No.—E/CEPAL/CDDC/106
Pub Date—Aug 83
Note—39p.
Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.
Descriptors—*Abstracts, Databases, Developing Nations, *Documentation, Guidelines, *Information Centers, *Information Services, *International Organizations, Program Evaluation, Social Planning, Socioeconomic Influences
Identifiers—*Caribbean, *Caribbean Information System Economic Social Plan

This publication outlines the activities and impact of the Caribbean Information System for Economic and Social Planning (CARISPLAN), as reported by representatives of 16 Caribbean nations and various regional organizations. A copy of the meeting agenda and other introductory material are followed by brief summaries of reports from representatives of the Caribbean Documentation Centre (CDC), Barbados, Belize, Cuba, Dominica, the Dominican Republic, Grenada, Guyana, Haiti, Jamaica, Montserrat, the Netherlands Antilles, St. Kitts/Nevis, St. Lucia, St. Vincent and the Grenadines, Suriname, Trinidad and Tobago, the Caribbean Development Bank, and the Caribbean Community (CARICOM) Secretariat. CARISPLAN technical aspects and services, the CARISPLAN Abstracts, the CDC Current Awareness Bulletin, and two CARISPLAN databases are also briefly evaluated. Recommendations developed during the meeting are listed, covering CARISPLAN input procedures, document deposit, database scope, abstracting and indexing for CARISPLAN, CDC training, the production and format of CARISPLAN Abstracts, CARISPLAN computerization, the impact of CARISPLAN upon users, the distribution of CARISPLAN abstracts, abstracting languages, services available from the system, and CDC document delivery. Appendices present a list of meeting participants, a copy of the opening address by Anthony Jacelon of Trinidad and Tobago, and a list of documents arising from the meeting. (ESR)

ED 241 032 IR 050 640

Lava, Barbara, Comp.
Resource Sharing: A Necessity for the '80s.
Library Association of Australia, Sydney; New Zealand Library Association, Wellington.

Pub Date—23 Jan 81
Note—61p.; Papers of a Seminar (Christchurch, New Zealand, January 23, 1981).
Available from—The Librarian, New Zealand Educational Institute, P.O. Box 466, Wellington, New Zealand (\$3.00 per copy postpaid).

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage.
Descriptors—Cataloging, *Databases, Foreign Countries, Interlibrary Loans, Library Acquisition, *Library Cooperation, National Libraries, *Online Systems, *Shared Services, *Special Libraries

Identifiers—*Australia, Document Delivery Service, *New Zealand, Resource Sharing
Papers presented at a 1981 seminar on library resource sharing covered topics related to Australasian databases, Australian and New Zealand document delivery systems, and shared acquisition and cataloging for special libraries. The papers included: (1) "AUSINET: Australasia's Information Network?" by Ian McCallum; (2) "Australia/New Zealand Shared Resources" by Grahame Jackson; (3) "Roads Data Bases in Australia and New Zealand: ARRD (Australian Road Research Docu-

mentation), IRRD (International Road Research Documentation), and LASORS (Literature Analysis System—Office of Road Safety)" by Sherry Quinn; (4) "SIRIS (Scientific and Industrial Research Information System): A Progress Report" by Paul Szentirmay; (5) "The Current Situation in New Zealand Social Science Data Bases" by Barbara Lavo; (6) "Need for Australasian Data Bases" by Rosemary Smith; (7) "Australian Earth Sciences Information System (AESIS)—A National Referral System for the Geosciences" by Des Tellis; (8) "Roads Data Bases in Australia and New Zealand: Document Back-up" by Sherry Quinn; (9) remarks on national library document delivery services by Beth Stone and Aileen Claridge; (10) "Shared Acquisition and Cataloguing for Special Libraries" by Keith Davidson; and (11) "Co-operative Cataloguing in the Australian Capital Territory: A Network Called NEL (Network of Education Libraries)" by Barbara Mays. (ESR)

ED 241 033 IR 050 641

School Library Resources. Final Evaluation Report. E.C.I.A. Chapter 2.
District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

Pub Date—Dec 83
Note—62p.
Pub Type—Tests/Questionnaires (160) — Reports - Evaluative (142)

EDRS Price—MF01/PC03 Plus Postage.
Descriptors—Books, Elementary Secondary Education, Input Output Analysis, *Learning Resources Centers, *Library Collections, *Library Services, Models, Nonprint Media, *Program Evaluation, Questionnaires, *School Libraries, Surveys, Use Studies
Identifiers—*District of Columbia

Based on surveys of library media specialists and teachers, an evaluation was conducted of the District of Columbia Public Schools (DCPS) School Library Resources Program, as operated during the 1982-83 school year. The stated objectives of the program were to demonstrate by June 1983 updating of library media services in 80% of the (public and private) schools involved and to demonstrate increased use of library media centers in a majority of the schools. The evaluation followed the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making, developed by the DCPS Division of Quality Assurance. As a result of the program, it was found that: there were increases in school library media center holdings of books, filmstrips, and other media; more schools (74%) met the minimum suggested criteria of 10 books per student in 1982-83 than in the previous year (70%); media services were updated by 83% of the schools; and teachers (67%) reported greater use of library media centers. This report describes the project, the design of evaluation methodology, and evaluation results. Extensive appendices present an evaluation model schema; copies of questionnaires and inventory forms used in project evaluation; survey results; information on educational media center workshops held as part of the program; and demographic information on schools surveyed. (ESR)

ED 241 034 IR 050 642

Perrett, Heli E.
Using Communication Support in Projects. The World Bank's Experience. World Bank Staff Working Papers, Number 551.

World Bank, Washington, D. C.
Report No.—ISBN-0-8213-0119-5
Pub Date—82
Note—77p.
Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage.
Descriptors—Banking, *Communications, *Developing Nations, *Developmental Programs, Educational Strategies, Information Dissemination, International Organizations, *Investment, Motivation Techniques, Planning, *Program Development

Identifiers—*Communication Support, Loan Programs, *World Bank
Intended to assist World Bank staff and officials in deciding when and how to include communication support activities in Bank-financed development projects, this paper describes the use of planned communications to encourage participation in projects by certain groups of people, to improve institutional efficiency and staff development, and to ensure project benefits or prevent negative project impact. It is noted that communication sup-

port includes informational, motivational, and educational activities which make use of person-to-person contacts, group discussions, mass media, or other channels of communication. The paper describes: (1) the role and functions of communication support; (2) experience of communication support in World Bank lending projects; (3) the process of designing communication support activities; and (4) common problems and issues in the design of these activities. It is concluded that well-managed communication support can provide a cost effective approach to the design and implementation of development projects. Appendices present information on World Bank lending for development communications and educational broadcasting; illustrations of project analysis from Bank project work; an extensive list of the advantages and disadvantages of using different media, materials, and techniques for communication support; and a workshop agenda showing the integration of communication support into a course on population planning, policies, and programs. (ESR)

ED 241 035 IR 050 643

Peterson, Lorna

Administrative Review at the Iowa State University Library Technical Services Division: A Case Study.

Iowa State Univ. of Science and Technology, Ames, Library.

Pub Date—[Dec 83]

Note—20p.

Pub Type—Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Libraries, *Administrator Evaluation, *Evaluation Methods, *Job Performance, Leadership Qualities, *Library Administration, Library Personnel, Library Technical Processes, Questionnaires, Supervision

Identifiers—*Iowa State University
A personnel appraisal tool was developed at the Iowa State University Library for professionals supervised by the Assistant Director for Technical Services and the Head of the Monographs Department, to evaluate both their supervisors' performance and the appraisal review as an educational tool to improve administrator performance. A Technical Services faculty committee chose the Annual Supervision Evaluation Form of the University of Texas at Austin, the General Libraries, with modifications to reflect Iowa State University Library concerns. The questionnaires provided a list of statements with a scale to indicate the degree to which the statement applied to the supervisor, and a narrative section soliciting typed comments. Administrative skills covered included planning and organizing work, use of time, fairness to supervisees, communication skills, cooperation, management abilities, leadership abilities, and thoroughness of implementing plans. Different statements were used for directly and indirectly supervised faculty, and the questionnaire was modified for the Monographs Department. Though the upward evaluation was perceived as beneficial in providing information to improve administrative style, both administrators characterized the questionnaire as impersonal and limited and suggested possible changes or additions. The few written comments received were found helpful. (LMM)

ED 241 036 IR 050 644

Mandel, Carol A. Lichtenstein, Alexander

ARL Statistics, 1982-83. A Compilation of Statistics from the One Hundred and Seventeen Members of the Association of Research Libraries. Association of Research Libraries, Washington, D.C.

Pub Date—84

Note—73p.; For related document, see ED 229 049.

Available from—Association of Research Libraries, 1527 New Hampshire Ave., N.W., Washington, DC 20036 (\$8.00 per year for members; \$10.00 per year for nonmembers).

Pub Type—Numerical/Quantitative Data (110) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Libraries, Doctoral Programs, Enrollment, Higher Education, Interlibrary Loans, *Library Collections, *Library Expenditures, *Library Personnel, Library Surveys, Microforms, Questionnaires, *Research Libraries, Statistical Analysis, Tables (Data)

Identifiers—*Association of Research Libraries,

*Library Statistics, Rank Order

This report presents data compiled from the 117 libraries that were members of the Association of Research Libraries (ARL) during the 1982/83 academic year, as well as an examination of data for trends in expenditures for the previous 15 years from the 75 academic libraries that were members throughout those years. Information includes data from four libraries that joined ARL in 1982-83: Delaware, Georgia Institute of Technology, and North Carolina State, and the non-university Canada Institute for Scientific and Technical Information. A guide to library code numbers provides a complete list of ARL members. Research library resources, staffing, expenditures, and interlibrary loan activity are covered in the report's data tables. Further report sections include an analysis of selected variables; Ph.D. and enrollment statistics; the ARL Library Index, a summary of rank order tables for ARL university libraries; and the rank order tables for volumes in library, volumes added (gross), microform holdings, current serials, professional staff, nonprofessional staff, total staff, materials expenditures, materials and binding expenditures, salaries and wages expenditures, total operating expenditures, total items loaned, total items borrowed, and current serials expenditures. A copy of the ARL Statistics Questionnaire is included. (LMM)

ED 241 037

Griffiths, Jose-Marie

Competency Requirements for Library and Information Science Professionals.

King Research, Inc., Rockville, Md.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Oct 83

Note—13p.; Paper presented at the Anniversary Conference of the Special Libraries Association (76th, University Park, PA, October 20-21, 1983).

Pub Type—Opinion Papers (120) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Needs, Information Services, Job Analysis, Librarians, Library Automation, *Library Education, *Models, *Professional Education, Program Development, *Technological Advancement, Work Environment

Identifiers—*Competency Needs, Information Technology

Ways the education and training of information professionals can adapt to the rapidly changing information environment are addressed in this paper, which describes a project undertaken by King Research ("New Directions in Library and Information Science Education") to identify current and future competency requirements of librarians and other information professionals. It is hypothesized that a lack of communication between the employers of information professionals and the institutions that educate and train them is one reason that educational institutions are not meeting needs and demands of the changing environment and new technologies. Following a list of preliminary questions that need to be addressed in determining information professionals' training needs, the project approach and framework are described. Each aspect of this framework is then detailed, including trends which affect library and information science organizations, work settings, and the functions and activities performed. Also considered are the types of users served, the tools and techniques used/applied, and the types of materials handled. Finally, each step in the overall process of planning, design, implementation, and evaluation is examined. (LMM)

ED 241 038

Roughton, Karen G. Tyckason, David A.

Continuing Education for the Personnel of Small Public Libraries: Program Development at the Iowa State University Library and Its Collection Development/Technical Services Course.

Iowa State Univ. of Science and Technology, Ames, Library.

Pub Date—[83]

Note—23p.; Iowa State University Library Series in Continuing Education; no. 1.

Pub Type—Guides - Classroom - Teacher (052) - Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, Cataloging, Course Descriptions, *Government Publications, *Librarians, *Library Acquisition, Library Collections, Library Cooperation, *Library Education,

Library Technical Processes, Nonprofessional Personnel, Preservation, *Public Libraries, *Staff Development

Identifiers—*Iowa State University

This report describes the planning, implementation, and evaluation of a coordinated staff development program to offer certified, non-degree credit to non-professional librarians from small public libraries. Developed through the cooperation of the Central Iowa Regional Library and the Iowa State University Library, the program resulted in a plan for a course consisting of five 3-hour sessions covering the topics of collection development, government publications, preservation, and cataloging and classification. A summary of the course as it was implemented for 11 librarians and 1 library trustee is given, and the testing procedure is explained. Evaluation results, which indicated a need to concentrate on fewer topics and treat them in more detail, are discussed. Student demographics are tabulated, including type of library, education, work experience, library staff size, and library budget. Appendices include teaching application; course outlines for the topics of collection development, government documents collection development, conservation of library materials, cataloging overview, Sears' List of Subject Headings, and Dewey Decimal Classification; a collection development and technical services questionnaire; the student survey form; and course evaluation form. (LMM)

ED 241 039

Cookingham, Robert M.

CSU, Chico's Inter-Library Loan Demonstration,

December '80 - January '81.

California State Univ., Chico.

Pub Date—10 Feb 81

Note—57p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Libraries, Demonstration Programs, *Extension Education, Feasibility Studies, Higher Education, *Instructional Materials, *Interlibrary Loans, Library Cooperation, *Library Networks, Public Libraries, Regional Libraries

Identifiers—*California State University Chico, Instructional Television Fixed System

This report describes a demonstration project which used local libraries as the contact and distribution points for academic materials to California State University Chico (CSUC) extension or off-campus students, including students taking courses through the Instructional Television Fixed Service (ITFS). Interlibrary loan (ILL) procedures at CSUC and local Northern California libraries prior to the demonstration are discussed, and the university's role as an affiliate member of the North State Cooperative Library System (NSCLS) is described. The development, trial implementation (December 1980-January 1981), and evaluation procedures are detailed for this project, which experimented with using available delivery systems for integrating the CSUC collection into the normal pattern of filling ILL requests within the NSCLS. Results are discussed for each of 17 variables for the 2,121 ILL requests processed during the demonstration. Variables relate to the request source and how, where, when, and if the request was filled. Also included are crosstabulation results; daily observations made during the trial period; recommendations concerning files, forms, and statistics and program continuation; and 14 overall recommendations. Appendices include statistical data tables, service area maps, and trial period forms. (LMM)

ED 241 040

Hildesheimer, Francoise

Guidelines for the Preparation of General Guides to National Archives: A RAMP Study.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

Report No.—PGI-83/WS/9

Pub Date—20 Jul 83

Note—67p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Archives, Developing Nations, Foreign Countries, *Government Libraries, *Guides, *Library Collections

Identifiers—*National Archives

Based on a comparative study of guides from the Bahamas, Barbados, France, Italy, the Netherlands, Rhodesia, Spain, the United Kingdom, the United

States, West Germany, and Zambia, this handbook provides guidelines for the organization and content of a general guide to archives, particularly national archives. It is noted that the handbook is especially intended for use in developing countries. Sections outline the requisite parts of a guide to national archives, covering: (1) a suggested model plan and the arrangement and layout of the table of contents; (2) introductory chapters, which should provide information about rules governing the use of the archives, a list of general finding aids, and information on the history and legal status of the archives; (3) descriptions of the history and contents of archival holdings and collections, and the means of access to them; (4) information on the archives library; and (5) indexes, appendices, illustrations, and maps. Each of these sections describes practices followed in the guides studied and then describes the standard system proposed. Appendices present examples of descriptive entries from different countries, mainly on the subject of agricultural archives (in various languages); a list of rules for archival guide layout (in French); and a 39-item bibliography (in French). (ESR)

ED 241 041 IR 050 649

Hawaii School Library Programs: A Guide for Management and Services.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Pub Date—Nov 83

Note—345p.; Supersedes ED 148 375. For related document, see ED 232 645.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Cooperative Planning, Educational Media, Elementary Secondary Education, Evaluation Methods, Guidelines, *Learning Resources Centers, *Library Administration, Library Instruction, Library Material Selection, Library Planning, *Library Services, Needs Assessment, Public Relations, *School Libraries

Identifiers—*Hawaii

Intended for school librarians and administrators, this guide provides a broad overview of the content and process of managing a school library. A broad overview of the purpose, historical development, and current activities of school libraries and school librarians is presented. Ensuing chapters address each of the major components of a school library program in greater detail, including the building of a positive climate in the school library; consultation and cooperation between librarians and teachers, administrators, and other staff; public relations and ideas for promoting maximum use of library resources; the production of instructional media; the provision and management of time, personnel, and facilities; the provision and management of library materials; and the assessment and evaluation of school library services. Appendices present an instrument for the self-evaluation of teachers and media specialists, a guide for producing a slide-tape presentation, a materials selection policy for Hawaii's school library media centers, a copy of the Library Bill of Rights, and the 1981 needs assessment packet for the school library. A list of contributors to the guide, a series of bibliographies at the end of most of the chapters, and an index are also provided. (ESR)

ED 241 042 IR 050 650

King, Donald W.

The Imperative for Excellence in the Information Profession. The 1983-84 Stallman Lecture.

Pub Date—14 Nov 83

Note—27p.; Best copy available. Many hand written corrections. Paper delivered at the Graduate School of Library and Information Science, University of Texas (Austin, TX, November 14, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Careers, Employment Patterns, *Futures (of Society), *Information Scientists, *Librarians, Occupations

Identifiers—*Excellence

Information is essential to the functioning of society, and there are many exciting opportunities for information professionals in the future. These professionals must be prepared to meet the need for excellence in their field. Information professionals generally fall within one of two categories: those who support the creation and preparation of information and those who assist in using information. There has been a phenomenal growth in the infor-

mation sector, and the level of librarian employment is also growing. Factors affecting the information profession include the growth of an information hungry population, the information explosion, the increase in usage of libraries, and the growing range of library services. Different career paths in the information profession have also developed, as exemplified by the information scientist and the librarian. Leadership in companies in the next 25 years will come from the information profession, particularly those engaged in information resource management. Librarians must make everyone aware of their true contribution to society and, as professionals, must maintain reasonable expectations of what their careers can bring in terms of position and remuneration. Scholars, researchers, educators, and professionals must all be involved in the continued attempt to achieve excellence in the information profession. (ESR)

ED 241 043

King, Donald W.

Implications: Economics of Technology on Public Libraries.

Pub Date—Mar 83

Note—18p.; Paper presented at the 1983 Conference for Public Libraries (Tallahassee, FL, March 6-9, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cost, Effectiveness, Employment Patterns, *Fees, Futures (of Society), Input Output Analysis, Librarians, *Library Automation, Library Expenditures, *Organizational Effectiveness, *Public Libraries, Technological Advancement

Identifiers—*Information Technology

The economic implications of new technology in public libraries include its cost, the trade-off between costs and benefits, and sources of funds. The cost of, for example, a new terminal, should be subdivided into components and activities so that library expenditures and some resultant output can be clearly identified. In addition, when evaluating the costs and benefits of the acquisition of a terminal, it may be desirable not only to measure performance in terms of quality or quantities produced at that level of the system, but also to determine the effects that components, activities, products or services, functions, or the library have at higher levels. Costs and benefits are then expressed as input expenditures and output results in terms of performance, effectiveness, and higher order effects. Librarians often have to find alternative sources of funds for library technology, such as user charges. Factors to consider when instituting user charges include their effect on use of library services, the type of users served, the level of cost involved, the presence of alternative means of information retrieval, and the role of the library in society. This paper also briefly looks at the growth in the employment of librarians and other factors affecting the future of libraries and the information profession. Twenty-three references are listed. (ESR)

ED 241 044

Scott, Sandra

Institution Libraries in Nebraska: A Survey Report.

Nebraska Library Commission, Lincoln.

Pub Date—Sep 82

Note—85p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Correctional Institutions, *Institutional Libraries, *Library Collections, Library Facilities, *Library Personnel, *Library Services, *Library Standards, Library Surveys, Mental Retardation, Program Evaluation, Questionnaires, State Programs, Trend Analysis, Veterans

Identifiers—*Library Funding, Library Services and Construction Act, Library Statistics, Library Users, *Nebraska

During the summer of 1981, 15 state-supported institutional libraries in Nebraska completed self-evaluation forms on their library operations, constituents, and collections. Institutions included were adult correctional facilities, youth facilities, mental health/mental retardation facilities, and veterans' homes. It was found that institutions serving total annual populations of 150 or more residents generally had created staff positions for librarians; institutional librarians were responsible for library services to both staff and residents; generally only

one librarian was employed, with no salaried support staff; library collections were inadequate in both quantity and quality; and libraries were located in areas not designed for library service and in spaces too small to allow for the development of adequate collections, services, and programs to meet national standards. This report describes the survey methodology and findings and the impact of Library Services and Construction Act (LSCA) funds on the development of library services to residents of institutions. Comparisons are made to a 1967 study in order to measure institutional library development during the past 15 years. A sample self-evaluation form and profiles of the 15 institutional libraries, with comparisons to national standards for collection quality and size, are also provided. (ESR)

ED 241 045

Shanahan, James L. And Others

Model Information and Referral Systems: A Bridge to the Future.

Akron Univ., Ohio. Center for Urban Studies; Alliance of Information and Referral Systems, Inc. Spons Agency—Administration on Aging (DHHS), Washington, D.C.

Pub Date—83

Grant—1237235032A1

Note—23p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agencies, Check Lists, *Community Information Services, Information Networks, Planning, Program Descriptions, Public Libraries, *Referral, Social Services, *Systems Approach

This pamphlet focuses on the concept of information and referral (I&R) as a system and describes seven highly effective I&R systems that bring together people in need with the human service agencies that can help them. It is noted that thinking in terms of I&R systems, attention must be directed to the overall quality of the structures and processes involved in I&R delivery and that a strategic approach to building I&R systems must be adopted. Key elements of successful I&R systems are described as quality coverage of I&R for the service area, quality support functions for all I&R services within the system, and the development of I&R policies and practices. Operated by public agencies, public libraries, and private nonprofit agencies, the seven I&R systems described are located in Connecticut, Memphis (Tennessee), Summit County (Ohio), Los Angeles (California), Metropolitan Denver (Colorado), Southeastern Virginia, and Humboldt/Del Norte Counties (California). Centralized and decentralized systems and relationships between component parts of systems are also discussed. A list of questions for assessing the strengths and weaknesses of an I&R system concludes the pamphlet. (ESR)

ED 241 046

Griffiths, Jose-Marie King, Donald W.

Multitype Library Networking: A Framework for Decision-Making.

Pub Date—Apr 83

Note—9p.; Paper presented at the National Online Meeting (4th, New York, NY, April 12-14, 1983).

Pub Type—Opinion Papers (120) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Decision Making, *Library Administration, Library Automation, *Library Networks, *Library Planning, Library Services, Models, *Shared Services

Identifiers—*Resource Sharing

This paper describes a decision making framework for library networking which can be used by individual libraries, groups of cooperating libraries, or centralized services to evaluate current operations and define alternative approaches to automation and networking. It is noted that networking has not yet achieved its full potential because of a lack of understanding of how networking can help individual organizations and because network structures have often been imposed upon organizations without regard to their economic considerations. Six interdependent dimensions of the decision making framework are outlined, including: (1) library operational, user related, and derived functions to be performed through cooperative activities; (2) types of access to resource sharing information (logical and physical); (3) types of materials handled; (4) services and products to be offered as an outcome of networking activities; (5) networking configura-

tions or the relationships between the participants in the networking activity; and (6) the mode of communication between networking participants. A table listing library products and services related to each network function is presented, as well as an explanation of how to use the conceptual framework for decision making by utilizing the function dimension as a base dimension, selecting options for each of the remaining dimensions, and subjecting the options to a detailed economic analysis. (Author/ESR)

ED 241 047 IR 050 656

Goldhor, Herbert Jocius, Christopher R.
Report of an Adult Patron Survey in a Sample of Illinois Public Libraries in Spring 1983 and Subject Index to Illinois Library Statistical Report, Nos. 1-12.

Illinois Univ., Urbana. Graduate School of Library and Information Science.

Spons Agency—Illinois State Library, Springfield.
Pub Date—Dec 83
Note—36p.

Pub Type—Reference Materials - Bibliographies (131) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Library Services, Library Surveys, *Public Libraries, Questionnaires, *User Satisfaction (Information), Use Studies

Identifiers—*Illinois, *Library Users, User Preferences

A survey was conducted of adult patrons leaving 70 Illinois public libraries on 1 day in April 1983 to determine patrons' success in using the library that day, their level of library usage in the past year, and what changes, if any, they would like to see in their local libraries. Responses were received from 62 (89%) of the libraries in the sample. Based on a weighted analysis of responses to determine a statewide estimate, it was found that 79% of the adults located what they wanted in the library on the day of the survey; that the next thing patrons reported they would do to locate material or information they wanted but did not find was to try another library (27%), try the same library again (51%), or try some other means (22%); and that while 36% of those surveyed requested no changes in their local libraries, the most desired change requested by other respondents was more or different books and periodicals. This publication describes survey methodology and results. Bar charts show responses by level of library usage and age of respondents, while tables present the distribution of responses by geographical area and community population size, whether patrons found what they wanted and their level of library usage, and the sex and age of the respondents. A sample questionnaire and a subject index to the first 12 Illinois Library Statistical Reports conclude the publication. (ESR)

ED 241 048 IR 050 657

Roderer, Nancy K. And Others
The Use and Value of Defense Technical Information Center Products and Services.

King Research, Inc., Rockville, Md.
Spons Agency—Defense Technical Information Center (DOD), Alexandria, VA.

Pub Date—Jun 83
Note—116p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Abstracts, *Databases, *Federal Programs, Information Centers, *Information Services, *Information Utilization, *Program Effectiveness, Questionnaires, *Research Reports, Selective Dissemination of Information, Surveys, Use Studies

Identifiers—*Defense Technical Information Center

This study describes the use and value of the major information products and services provided by the Defense Technical Information Center (DTIC). These products and services include technical report distribution on an on-demand basis and through the Automatic Document Distribution (ADD) program; secondary information dissemination through online searching of the Technical Reports (TR) database, Current Awareness Bibliographies (CAB), and Technical Abstract Bulletins (TAB); and provision of management information from three management databases—the R&D Work Unit Information System (WUIS), the R&D Program Planning Data Base (R&DPP), and the Independent Research and Development Data Base

(IR&D). Results of telephone surveys of approximately 450 DTIC users indicate that in 1982 there were 12.4 million readings of Department of Defense (DoD) technical reports identified through various channels including online searching of the TR database, use of CAB, and use of TAB; and that there were about 14,000 users of the management databanks. Expressed in terms of willingness to pay for its products and services, the value of DTIC to the user is indicated as \$367 million, while its value to the funders, expressed in terms of savings resulting from reading of DoD technical reports, is estimated at \$37.5 billion. An executive summary, sample questionnaires, and a list of responses to open-ended questions are provided. (ESR)

ED 241 049 IR 050 658

Keren, Carl, Ed. Sered, Irina, Ed.
International Inventory of Software Packages in the Information Field.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

Report No.—PGI-83/WS/28
Pub Date—Jul 83
Note—606p.

Pub Type—Information Analyses (070) - Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computer Programs, *Computers, Costs, Design Requirements, *Evaluation Criteria, Information Retrieval, Information Storage, *Library Automation, *Media Selection, Questionnaires

Identifiers—Bibliographic Data Bases, Database Management Systems, Software Evaluation, *Software Reviews

Designed to provide guidance in selecting appropriate software for library automation, information storage and retrieval, or management of bibliographic databases, this inventory describes 188 computer software packages. The information was obtained through a questionnaire survey of 600 software suppliers and developers who were asked to describe the features, functions, hardware and software requirements, acquisition terms, and user support provision of available systems. An introduction briefly reviews the need for an inventory and the inventory methodology used, and provides a statistical summary of the results. A general guide to selecting software packages covers various factors for consideration in evaluating needs and system merits. Information from the questionnaires is displayed with tables listing the main applications and main features of each system by acronym, required compilers for software packages, price range by main function, and main function by computer type. The brief description provided for each package includes its general features, hardware requirements, software operating system, software application system, cost, and installation. A three-page bibliography, a glossary, the questionnaire, and five indexes and reference lists are provided. (LMM)

ED 241 050 IR 050 659

Chartrand, Robert L. And Others
Information Services for Agriculture: The Role of Technology.

Library of Congress, Washington, D.C. Congressional Research Service.

Report No.—CRS-82-183-S
Pub Date—16 Nov 82

Note—54p; For related document, see ED 239 585.

Pub Type—Information Analyses (070) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Agricultural Personnel, Agricultural Trends, *Agriculture, Computer Programs, Computers, Databases, *Demonstration Programs, Farm Management, Government Role, *Legislation, *Technological Advancement, Videotex, Word Processing

Identifiers—Electronic Mail, Electronic Trading, Electronic Trading Systems, *Information Technology, Interactive Systems

This document discusses issues and developments related to the effects of new information technology on agriculture, beginning with an overview of the range of information-related issues, the evolving role of information technology, and the "stakeholders" (the groups) involved in advanced information systems for rural America. An examination of information technology and its agricultural applications

traces historical developments, delineates the types of information normally used by farmers and ranchers, and discusses the implications of the information revolution in agriculture. A brief chronology reviews selected events in United States history, including recent federal initiatives influencing the utilization of new information systems. Selected information systems demonstrating technological applications are described, including agricultural databases, farm management software, electronic trading systems, videotex systems, and electronic messaging networks. A comprehensive listing of operational agricultural systems in the United States is followed by a map depicting the programs' centers of operations. Activities related to a series of 97th Congress oversight initiatives are summarized, and a 28-item reference list is included. (LMM)

ED 241 051 IR 050 660

Medical Bibliography and Medical Library Administration. LS 8497, 4 Quarter Hours: Course Information.

Wayne State Univ., Detroit, Mich. Dept. of Library Science.

Pub Date—[78]
Note—89p.

Pub Type—Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Databases, *Health Services, Higher Education, Individualized Instruction, *Learning Modules, Library Administration, *Library Education, Library Services, *Medical Libraries, Online Systems, *Reference Materials, Reference Services

Identifiers—National Library of Medicine MD

This publication outlines and presents a series of 27 learning modules for a course in medical librarianship intended to be conducted in an individualized instructional framework featuring lectures, small group discussions, talks by guest speakers from the medical profession, on-site observation of hospital libraries, on-line demonstrations of medical databases, and in-library search assignments. Course objectives, methods, and requirements are briefly described followed by an outline of the course, which covers class orientation; an introduction to the field of medicine; medical terminology; special subjects in the basic sciences and medical specialties; the health science library; medical bibliography; basic medical reference and information resources; building the medical library collection; audiovisual services and materials; automation in medical libraries; library planning, furniture, and equipment; research methodology and grantsmanship; National Library of Medicine (NLM) services and products; medical databases; and professional associations. Each module lists instructional objectives and requirements and/or options for module completion and student evaluation. A course planning form, sample quizzes, and a 119-item bibliography are also presented. (ESR)

ED 241 052 IR 050 661

Reproduction of Copyrighted Materials for Classroom Use. A Briefing Paper for Teaching Faculty and Administrators.

Association of Research Libraries, Washington, D.C.

Pub Date—[Jul 83]
Note—18p; Best copy available.

Pub Type—Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Libraries, *College Instruction, Compliance (Legal), *Copyrights, Guidelines, Higher Education, Library Materials, Publications, Publishing Industry, *Reprography, *Research Libraries

Identifiers—*Copyright Law 1976, *Fair Use

Intended to serve as reference materials for discussions with teaching faculty and other members of the university community, this paper and its attachments provide guidelines for members of the Association of Research Libraries (ARL) on fair use and the classroom and library photocopying provisions of the Copyright Act of 1976 (PL 94-553). Factors involved in determining whether a particular use is a fair use of a copyrighted work are outlined. The provisions of the 1976 "Classroom Guidelines" are reviewed and described as unsuitable in the context of postsecondary education. Also outlined are issues related to the reproduction of musical works, copying for reserve room use, and the "umbrella" statute recommended by the Association of American Publishers (AAP). Attachments include a briefing paper

for librarians and archivists on current issues in library photocopying and copyright and a University of Wisconsin-Madison policy statement on photocopying for teaching and research, which is suggested as a model for other universities. The policy statement covers copying which is completely unrestricted, copying which is permitted, copying for which teachers should obtain permission, and publishers' guidelines for making multiple copies for classroom use. Information on how to obtain permission for copying and a sample letter requesting such permission are also provided. (ESR)

ED 241 053

IR 050 663

Bergen, Dan And Others

Rhode Island and Its Libraries: Report of the Comparative Data Committee, State Advisory Council on Libraries.
Rhode Island State Advisory Council on Libraries, Providence.

Pub Date—10 Feb 84

Note—10p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Federal Aid, *Library Services, Public Libraries, State Agencies, *State Programs Identifiers—Library Funding, *Library Services and Construction Act, *Rhode Island

This publication describes Rhode Island's expenditure of funds under the Library Services and Construction Act (LSCA), compares this expenditure to that of other states, and presents recommendations for change in the funding policies of the Rhode Island Department of State Library Services. A list of major library programs is provided, showing the amount of LSCA money allocated to each program in 1981-82 and 1982-83 and the percentage of total program funding provided by these federal funds. It is indicated that LSCA monies constituted a substantial, but generally declining share, of the overall funding for various Rhode Island library programs, and that Rhode Island is not alone in using federal aid for system maintenance (paying for library operations, personnel, or equipment) rather than specialized library projects. It is finally recommended that the state library agency dedicate more of its LSCA funds to innovative projects designed to serve target populations and less to the support of local library services, library systems, and the statewide network, which should be supported by municipal and state monies; and that the state library agency seek legislative and executive approval to move away from per capita and base grant funding toward formulae which better equalize such aid in response to local fiscal capacity and/or local fiscal effort. (ESR)

ED 241 054

IR 050 664

Duchene, Michel

Obstacles to the Access, Use and Transfer of Information from Archives: A RAMP Study.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

Report No.—PGI-83/WS/20

Pub Date—30 Nov 83

Note—87p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Archives, *Disclosure, Foreign Countries, Government Role, Guidelines, Information Dissemination, Information Storage, Legislation, *Privacy, *Public Policy, *Records (Forms)

Identifiers—*Access to Information, Freedom of Information Act, Public Access

This publication reviews means of access to information contained in the public archives (current administrative documents and archival records) and private archives (manuscripts of personal or family origin) of many countries and makes recommendations for improving access to archival information. Sections describe: (1) the origin and development of the idea of access to archives and trends in archival use by researchers and the general public; (2) the right to information and its limits, covering principles and legal procedures for access to official documents, systems of accessibility and closed periods, categories of documents not freely accessible, limitations on legal access, special clearance procedures, and the ethics of charging for access; (3) material obstacles to access, covering the administration of public access programs, restrictions required for the physical protection of documents, and public awareness of archive contents; (4) diffi-

culty of archival information, covering the removal of documents from storage areas, microfilming and reproducing documents, publication of archives, and copyright issues; and (5) audiovisual and machine readable archives and the archives of international organizations. Appendices present a list of the laws and rules currently in force concerning access to archives in over 100 countries; a 45-item bibliography; and the text of related laws and rules from France, the Federal Republic of Germany (FRG), the USSR, and the United States. (ESR)

ED 241 055

IR 050 665

Bills, Linda G. Wilford, Valerie

Attitudes about OCLC in Small and Medium-Sized Libraries. Illinois Valley Library System OCLC Experimental Project. Report No. 4.
Illinois State Library, Springfield.; Illinois Valley Library System, Pekin.

Pub Date—Nov 83

Grant—LSCA-17-IX-C

Note—319p.; For related documents, see IR 050 445 and IR 050 673. Page 78 contains light print.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Attitudes, *Cataloging, Cost Effectiveness, *Decision Making, Governing Boards, *Interlibrary Loans, Library Administration, Library Networks, Library Personnel, Library Surveys, *Online Systems, Questionnaires

Identifiers—*Illinois Valley Library System, *OCLC, Resource Sharing

A project was conducted from 1980 to 1982 to determine the costs and benefits of OCLC use in 29 small and medium-sized member libraries of the Illinois Valley Library System (IVLS). Academic, school, public, and special libraries participated in the project. Based on written attitude surveys of and interviews with library directors, staff, patrons, and members of the library governing board or other governing authority, this publication describes: (1) expectations of OCLC and the project; (2) attitudes toward specific facets of OCLC, covering attitudes toward cataloging and resource sharing on OCLC, staff effectiveness/satisfaction with OCLC, public relations and OCLC, clustering and public access terminals, and OCLC costs and other disadvantages; (3) the medium-sized public library that did not continue OCLC use; (4) attitudes toward the project and post-project needs; (5) the differences between attitudes of library directors and governing authorities; and (6) factors influencing the decision to continue or discontinue OCLC use after the project ended. Extensive appendices present statistical information on project libraries; a map of IVLS; sample questionnaires; full details of the responses to all attitude surveys and interviews; and a sample OCLC decision packet outlining OCLC benefits, disadvantages, and costs in a format designed to help library directors make a decision on further OCLC use. (ESR)

ED 241 056

IR 050 666

Basic State Plan, State-Federal Agreement, 1983.

Michigan State Library, Lansing.

Pub Date—83

Note—17p.; For related documents, see ED 229 044 and IR 050 672.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Criteria, *Economically Disadvantaged, Library Networks, *Library Services, Limited English Speaking, Low Income Counties, Physical Disabilities, *Public Libraries, Regional Cooperation, *State Federal Aid, Statewide Planning, Unemployment

Identifiers—Library Funding, *Library Services and Construction Act, *Michigan

Completed in accordance with the provisions of the Library Services and Construction Act (LSCA), this agreement outlines the criteria to be used in Michigan for determining adequacy of public library services and assessing programs and projects to be funded by LSCA Title I grants. Members of the Michigan Legislative Council, administrative personnel at the Library of Michigan, and the 1983-84 representatives on the LSCA Advisory Committee are listed, as well as the criteria for determining the adequacy of public library services for persons residing in areas without services or with inadequate services, disadvantaged persons residing in areas with high concentrations of low income families, persons of limited English speaking ability, persons in state institutions, physically handicapped

persons, and persons and libraries using services from major urban resource libraries. Per capita personal income and the unemployment rate—criteria used to identify high concentrations of low income families—are listed for the 83 counties in Michigan. Counties qualifying as economically disadvantaged are then identified and information is provided on their participation in Michigan's 17 regional library cooperatives. It is noted that the cooperatives are heavily involved in serving economically disadvantaged areas of Michigan and that they will be given priority over local public libraries for Title I grants. (ESR)

ED 241 057

IR 050 667

Snyder, Richard L.

College Library Buildings in Transition—Looking at the 1980's.

Pub Date—14 Oct 83

Note—44p.; Talk delivered before the Conference on College and Academic Library Buildings in the 80's (New Stanton, Pa., October 14-15, 1983).

Pub Type—Opinion Papers (120) — Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Libraries, *Building Design, Facility Planning, *Facility Requirements, Guidelines, Higher Education, Library Automation, Library Equipment, *Library Facilities, Library Materials, Library Planning, Prediction, *Space Utilization, *Technological Advancement

This paper examines the likely effects of technological developments on the planning of American academic library buildings during the 1980's and shares Richard Snyder's experiences in the design and construction of a new library building at Drexel University in Pennsylvania. Descriptions of general, economic, policy, psychological, and sociological problems in projecting technological developments are followed by an outline of design and construction considerations including modular design, library entrances, ceilings, floors, floor coverings, windows, walls, doors, HVAC (heating, ventilation, and air conditioning), acoustics, electrical power, lighting, energy usage, communications, security and safety, and future expansion. Guidelines on planning for library spaces are also provided, covering administrative organization; general space calculations; reader space; collection space for magnetic disks, video and optical disks, access to electronic publishing, microforms, reserve and reference materials, browsing and special collections, maps, and audiovisual materials; staff space; and other library facilities including public catalog areas, classrooms, exhibit space, and machine repair and photographic space. It is emphasized throughout the paper that library buildings should be designed for the foreseeable future with a maximum of flexibility to accommodate future technological changes. (ESR)

ED 241 058

IR 050 668

Danky, James P.

Cuban Refugee Camp Newspapers in Microform.

Pub Date—[80]

Note—6p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Library Collections, Microfilm, *Newspapers, *Refugees

Identifiers—*Cuban Refugee Program, *Refugee Camps

This paper presents bibliographic information on ten newspapers that were published during 1980 in Cuban refugee camps in order to acquaint Cuban exiles with life in the camps and in the United States and later were collected and reproduced on microfilm by the State Historical Society of Wisconsin. The newspapers are described as a more accurate portrayal of refugee conditions than can be found in the local or national press due to the fact that they were written and edited partially by the Cubans themselves. An unsuccessful attempt to locate Haitian refugee camp titles is also mentioned. Bibliographic citations list newspaper title, place of publication, frequency, size, publication numbers and dates, current publication status, language(s) of publication, editor(s), and OCLC number. It is noted that the microfilm reels can be purchased from the State Historical Society of Wisconsin. (ESR)

ED 241 059

IR 050 669

Grams, Theodore C. W.

Disaster Preparedness and Recovery.
Portland State Univ., OR. Univ. Library.
Pub Date—83
Note—60p.; Some text on colored paper may not reproduce.

Pub Type—Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Libraries, Check Lists, *Emergency Programs, *Fire Protection, Guidelines, Higher Education, *Library Planning, *Preservation

Identifiers—*Portland State University OR, *Water Damaged Books

Intended to be used in conjunction with the Portland State University handbook entitled "Safety Guidelines and Emergency Procedures," this manual provides guidelines to be followed in the event of library emergencies involving fire, flood, fumes, smoke, and water leakage, with special attention given to the processes required for the salvage of library materials which have been damaged by water. A checklist of emergency procedures covers the location and description of emergencies, reporting of emergencies, building evacuation, the proper use of fire alarms and extinguishers, fire prevention, and steps for dealing with flooding, water leaks, fumes, and smoke. Three plans for disaster recovery from water damage are then outlined, covering the freezing of up to 15, up to 50, and more than 50 shelves of books. Extensive appendices present lists of salvage team members, library staff volunteers (this list is not complete), and local and off-site conservation and restoration specialists; listings of sources of supplies, equipment, and services; information on freezing priorities, the handling and packing of wet or damp material for freezing, and the handling of special materials, including archival storage boxes, separate sheets and leaves, photographic materials, and audiovisual materials; and building maps showing the location of fire alarm boxes, hoses, and portable extinguishers. (ESR)

ED 241 060 IR 050 670
The Evaluation of SISMAKOM (Computerized SDI Project).

University of Science, Penang (Malaysia).
Spons Agency—United Nations Educational, Scientific and Cultural Organization, Paris (France).
General Information Programme.

Report No.—PGI-83/WS/16
Pub Date—Apr 83
Note—58p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Libraries, Databases, Developing Nations, Information Retrieval, *Library Services, *Online Systems, Postsecondary Education, Questionnaires, *Reference Services, Relevance (Information Retrieval), *Selective Dissemination of Information, *User Satisfaction (Information), Use Studies

Identifiers—Document Delivery Service, *Malaysia

A survey of 88 users of SISMAKOM, a computerized selective dissemination of information (SDI) and document delivery service provided by the Universiti Sains Malaysia and four other Malaysian universities, was conducted in August 1982 in order to collect data about SISMAKOM and to assess the value of a computerized SDI service in a developing country. The SDI service, which is based on the Chemical Abstracts (CA) and the Food Science and Technology Abstracts (FSTA) databases, has been offered to college instructors and selected personnel in private businesses and the government since November 1980. Approximately 78% of the respondents indicated that they were better informed since they started using the service; 30% of the respondents were already aware of the existence of more than 60% of the information supplied; respondents reported a saving of 3 hours per week due to use of SISMAKOM; 90% of the respondents wanted to continue using SISMAKOM and 40% of these were willing to begin paying for the service; and 62% of the respondents expressed a need for retrospective searches. This publication presents descriptions of the SDI project and survey methodology and results, a series of recommendations for SDI services in developing countries, and a sample questionnaire (in Malaysian with an English translation). (ESR)

ED 241 061 IR 050 671
Baker, D. Philip
The Library Media Program and the School.

Report No.—ISBN-0-87287-385-4

Pub Date—84

Note—186p.

Available from—Libraries Unlimited, Inc., P.O. Box 263, Littleton, CO 80160-0263 (\$19.50 per copy).

Pub Type—Books (010) — Guides - Non-Classroom (055) — Reports - Descriptive (141)
Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, *Learning Resources Centers, *Library Administration, Library Facilities, Library Personnel, Library Role, *Library Services, *Media Specialists, Program Evaluation, Public Relations, Public Support, School Community Relationship, *School Libraries

Identifiers—Library Funding

This book presents recommendations on many matters related to the organization, administration, and supervision of school library media programs. Chapters cover (1) the history of school library media program development in the United States, with special emphasis on the years since 1965; (2) the role of library media programs; (3) the relationship between the library media program and the instructional program; (4) management of library media programs; (5) effective supervision of paid and volunteer personnel and the evaluation of library media programs; (6) library media facility requirements and planning; (7) collection development; (8) the budget process; (9) the use of technology, particularly computerized technology, to render the services of the library media program more effective; (10) public relations programs and methods; (11) services and programs that the school library media program offers to special user constituencies, such as the bilingual learner, the student of English as a second language (ESL), the gifted and talented learner, the emotionally disturbed, and physically and mentally limited users; and (12) critical issues for today's library media program planner, including school closings, censorship, and the financing of education. An index to the book is provided. (ESR)

ED 241 062 IR 050 672

Long-Range Program. The State Plan for Michigan of the Library Services and Construction Act, Fiscal Years, 1983-88.

Michigan State Library, Lansing.
Pub Date—83
Note—57p.; For related documents, see ED 229 047 and IR 050 666.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Information Needs, *Library Cooperation, Library Networks, *Library Planning, *Library Services, *Long Range Planning, Objectives, *Program Development, State Libraries, Statewide Planning

Identifiers—*Library Services and Construction Act, *Michigan

Prepared as an outline of the long range Michigan library development program, as required by the Library Services and Construction Act (LSCA), this document presents goals, objectives, and procedures for extending, improving, and strengthening library services to unserved and underserved segments of the Michigan library population from 1983 to 1988. A needs assessment precedes a discussion of objectives focusing on seven areas: (1) public library cooperation, including the strengthening of metropolitan and urban resource libraries; (2) service to the disadvantaged, including low-income persons, the elderly, and persons of limited English speaking ability, and those geographically isolated; (3) service to the physically handicapped; (4) service to residents of state and local institutions; (5) improving and strengthening the state library administrative agency; (6) construction and remodeling of public libraries in order to meet barrier free standards and conserve energy; and (7) multitype library cooperation, including establishment of local, regional, and interstate library networks and the coordination of resources among school, public, academic, and special libraries and information centers. Strategies for each of these areas are discussed, followed by a statement on continued planning and periodic evaluation. A 5-year graph for the overall state action program, information on the formation of the Library of Michigan, and a list of the 1983-84 LSCA Advisory Committee members are provided. (ESR)

ED 241 063 IR 050 673
Bills, Linda G.

OCLC Use by Library Clusters, Illinois Valley Library System OCLC Experimental Project Report No. 5.

Illinois State Library, Springfield.; Illinois Valley Library System, Pekin.

Pub Date—May 83
Grant—LSCA-I-79-IX-C

Note—67p.; For related documents, see IR 050 445 and IR 050 665.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Attitudes, *Cataloging, Cost Effectiveness, Input Output Devices, *Interlibrary Loans, *Library Networks, *Online Systems, Records (Forms), Regional Cooperation, *Shared Services

Identifiers—*Illinois Valley Library System, Multitype Library Networks, *OCLC, Resource Sharing

A project was conducted from 1980 to 1982 to examine the costs and benefits of OCLC use in 29 small and medium-sized member libraries of the Illinois Valley Library System (IVLS). Academic, school, public, and special libraries participated in the project. A major project objective was to determine whether the sharing of an OCLC terminal by two to five libraries in close geographic proximity could significantly cut costs and yet provide acceptable service. This report describes specific cluster work arrangements for cataloging and interlibrary loan, including cataloging at the host library; conducting part of the cataloging procedure at the guest library and the rest at the host library; limiting interlibrary loan activity to lending of materials requested via OCLC; lending and borrowing through the host library; lending and borrowing by the guest library; and dial access interlibrary loan use and shared use of a portable terminal. Financial and physical considerations of these cluster arrangements are described as are the reactions of librarians and staff. It is concluded that clustering provides a good way to introduce libraries to OCLC use, but that any cluster arrangement will probably result in quest libraries deciding, if at all possible, to purchase their own terminals. Appendices present statistical information on project libraries, a map of IVLS, and a sample IVLS/OCLC cluster agreement form. (ESR)

ED 241 064 IR 050 674

Moiden, P. S. M.

A Survey of Archives Relating to India and Located in Major Repositories in France and Great Britain.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

Report No.—PGI-83/WS/19

Pub Date—17 Aug 83

Note—70p.

Pub Type—Reference Materials - Bibliographies (131) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Archives, *Asian History, Check Lists, *Colonialism, Foreign Countries, Government Libraries, *Indians, *Library Collections, *Records (Forms)

Identifiers—France, *India, United Kingdom

A 2-month study trip was made in 1982 to 4 major repositories of Indian archival material in France and 2 major repositories in the United Kingdom in order to draw up a detailed inventory of dossiers, other file units, and isolated individual documents related to the history of India that are located in these repositories. The repositories visited included the Depot des Archives d'outre-mer, located in Aix-en-Provence; the Archives Nationales, located in Paris; the Section d'outre-mer d'Archives Nationales; the Archives du Département des Affaires étrangères, located in Paris; the India Office Library and Records, located in London; and the British Library, also located in London. This publication describes the study trip and the Indian archival material present in these repositories. It is recommended that microfilm copies of the material be acquired by the National Archives of India and acquisition priorities are outlined. Extensive appendices present a listing of the materials located, inventoried by archive group or similar descriptive unit and by class or series thereunder; a trip itinerary; a sample photocopy request form from the Archives Nationales; and a cost estimate for microfilming materials from the archives of France.

(ESR)

ED 241 065

IR 050 675

Foster, Jocelyn

User Studies in ARL Libraries. SPEC Kit 101.
Association of Research Libraries, Washington,
D.C. Office of Management Studies.

Pub Date—Feb 84

Note—127p.

Available from—Systems and Procedures Exchange Center, Office of Management Studies, Association of Research Libraries, 1527 New Hampshire Ave., N.W., Washington, DC 20036 (\$7.50 ARL members; \$15.00 for non-members, prepaid).

Pub Type—Collected Works - General (020) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Libraries, Evaluation Methods, Higher Education, Library Automation, Library Planning, *Library Research, Library Services, *Library Surveys, Questionnaires, *Research Libraries, User Satisfaction (Information), *Use Studies

Identifiers—Science Libraries

This collection of library documents, which illustrates current techniques for conducting user studies in order to facilitate specific public services planning and priority-setting efforts at the member libraries of the Association of Research Libraries (ARL), contains excerpts from: (1) four general user studies conducted at the University of British Columbia, the University of New Mexico, New York University, and the University of California, Riverside; (2) three science user studies conducted at the University of Colorado, the University of Arizona, and the University of Texas, Austin; (3) four automated services studies conducted at the University of Cincinnati, the University of Illinois, Pennsylvania State University, and Texas A&M University; and (4) three studies of special classes of library users conducted at the University of Arizona, Michigan State University, and Cornell University. Excerpts presented include sample questionnaires and descriptions of survey results. At the beginning, a concise summary of issues and trends related to library user studies covers types of survey methodology, types of information collected, and types of user and non-user groups studied; a 12-item bibliography and an evaluation sheet for this ARL Systems and Procedures Exchange Center (SPEC) kit are also provided. (ESR)

ED 241 066

IR 050 676

Hujanen, Taisto, Ed.

The Role of Information in the Realization of the Human Rights of Migrant Workers. Report of International Conference (Tampere, Finland, June 19-22, 1983). Publications Series B.

Tampere Univ. (Finland). Inst. of Journalism and Mass Communication.

Report No.—12/1984; ISBN-951-44-1516-7

Pub Date—84

Note—342p.; Photographs will not reproduce and some charts have small print.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Acculturation, Civil Rights, *Communication Problems, Foreign Countries, *Information Dissemination, *Information Needs, *Mass Media, Migrant Problems, Migrant Programs, *Migrants, National Programs, *Research Needs

The speeches and papers presented in this conference report are concerned with the information needs of migrant workers and immigrants and the current provision of this information in the press, radio, television, and educational systems of host countries. National reports on the situation of migrant workers in 14 countries are presented, including reports from Australia by Des Storer and Alan J. Matheson; Austria by Michael Segal and Benno Signitzer; Cyprus by Mikis Sparris; Denmark by Jan Hjarnoe; the Federal Republic of Germany (West Germany) by Manfred Oepen; Finland by Taisto Hujanen; Luxembourg by Claudia Hartmann-Hirsch; the Netherlands by Denis McQuail; Norway by Ole-Kristian Hjemdal and others; the Soviet Union by S. Mikhailov; Spain by Pablo Lopez Blanco; Switzerland by Jean-Pierre Vorlet; the United Kingdom by Charles Husband; and Yugoslavia

via by Aleksandar Spasic and Mirosljub Radokovic. Opening speeches by Urpo Leppanen (Finland) and Colleen Roach (UNESCO) and a summary of the national reports are also presented as well as an outline of the objectives and framework of a proposed joint international study of the communication situation of migrant workers. Appendices contain a list of conference participants, a 12-item bibliography of international documents relating to the role of information in the realization of the human rights of migrant workers, a brief summary of current or proposed research in this area, and a conference agenda. (ESR)

ED 241 067

IR 050 677

Dantin, Doris B., Comp.

Bibliographic Instruction Programs in Louisiana

Academic Libraries. A Directory.

Louisiana Library Association, Baton Rouge.

Pub Date—83

Note—40p.

Available from—Louisiana Library Association, P.O. Box 131, Baton Rouge, LA 70821.

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Libraries, *Evaluation Methods, Higher Education, Library Extension, Library Guides, *Library Instruction, Library Research, Library Surveys, Program Descriptions, Public Relations, Questionnaires, State Surveys, *Teaching Methods

Identifiers—*Louisiana

A survey of 33 academic libraries in Louisiana was conducted in the spring of 1983 to determine the techniques used during the 1981/82 academic year to impart bibliographic or library instruction to students and faculty. A total of 27 responses were received. It was found that all but five of the respondents had a library instruction program; the most frequently used instructional mode was a single lecture to classes, while other methods included guided and self-guided walking tours, slide/tape presentations, provision of library handbooks, term paper clinics, and point-of-use instruction. The most popular evaluation method for library instruction was student generated papers, with course tests a close second. This publication briefly summarizes survey methodology and results and presents a directory compiled from the responses given on the questionnaire. Each entry provides the name of the parent institution, the name and address of the library, the name and telephone number of a library contact person, an institutional profile, a description of the bibliographic instruction program, information on methods used to publicize the program, and other related information. A sample questionnaire and a subject index to the directory are also provided. (ESR)

ED 241 068

IR 050 678

Copyright: School and "Fair Use".

Texas Education Agency, Austin.

Pub Date—Feb 84

Note—23p.

Available from—Publications Distribution Office, Texas Education Agency, 201 East 11th St., Austin, TX 78701 (free as long as supply lasts).

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Compliance (Legal), *Computer Programs, *Copyrights, Elementary Secondary Education, Guidelines, Musical Composition, Publications, Records (Forms), *Reprography, *Television

Identifiers—*Copyright Law 1976, *Fair Use

Designed for use by librarians, teachers, and students, this booklet provides information on permissible levels of and limitations on the photocopying of copyrighted material for educational purposes, as outlined by the Copyright Law of 1976 (PL 94-553), its subsequent amendments, and guidelines, effective January 1, 1978. Following introductory material on the "fair use" provisions of the Copyright Law, guidelines are presented which cover classroom copying of print materials in not-for-profit educational institutions, the educational photocopying of pieces of music, off-air recording of television broadcast programming for educational use, and the copying of microcomputer software. A sample request for permission to photocopy sections of copyrighted material is provided. It is recommended that Texas school boards adopt and adequately publicize

policies designed to guide school personnel in complying with the Copyright Law. Also provided are lists of the members of the Texas State Board of Education and the heads of the State Board of Education committees as well as a 13-item bibliography. (ESR)

ED 241 069

IR 050 679

Anderson, Paul M.

A Study of Collection Use at the University of Cincinnati Central Library.

Pub Date—[83]

Note—58p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Libraries, Decision Making, Higher Education, *Information Needs, *Library Circulation, *Library Collections, Library Planning, Library Research, Storage, Use Studies
Identifiers—Inhouse Use, Library of Congress Classification, Retrospective Conversion (Library Catalogs), *University of Cincinnati OH, *User Needs

A usage study of monograph and serial library holdings at the University of Cincinnati was conducted in 1982 to select candidates for retrospective conversion of catalog records and to determine what materials would be housed in a remote storage facility. The study measured both inhouse and circulation use for each Library of Congress (LC) subclassification. Methodologies from other use studies by L. E. Middlesworth, Herman Fussler and J. L. Simon, Richard Trueswell, Allan Kent, and Mary Jane Pobot Reed were adapted for use in the Cincinnati study. It was found that material showing charges back to 1977 (six years) and 1975 would have to be kept in the main collection to satisfy circulation and inhouse demand respectively; materials with recent imprints received far more use than older materials although it was not possible to determine a cutoff date which would enable the library to meet 90% of user needs; the overall ratio of monographs to serials used was 1.3 to 1 but this ratio changed rapidly over time; disciplines in the sciences and social sciences showed the greatest use of serials and materials with recent imprints; and the humanities demonstrated less use of serials and a far more pronounced use of older materials. This report describes the study methodology and its results, uses in decision making, costs, and benefits. Extensive appendices provide information on the distribution of usage by LC subclassification. (Author/ESR)

JC

ED 241 070

JC 830 352

General Education Course Outlines: Tiers I, II, III of the Los Medanos College General Education Program. To Accompany the Final Report to the National Endowment for the Humanities for a Project Entitled: An Implementation Project to Complete the Integration of an Interdisciplinary General Education Model Predicated on Certain Humanistic Assumptions.

Los Medanos Coll., Pittsburg, Calif.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date—May 83

Note—901p.; For a related document, see ED 235 846.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF06/PC37 Plus Postage.

Descriptors—Behavioral Objectives, Behavioral Sciences, Biological Sciences, College Curriculum, Community Colleges, Course Descriptions, *Course Objectives, *Curriculum Development, Ethical Instruction, *General Education, Humanities, *Interdisciplinary Approach, Language Arts, Physical Sciences, Social Problems, Social Sciences, Two Year Colleges

Outlines are presented for the courses that make up the three-tiered general education program at Los Medanos College. Part 1 provides background on the Los Medanos model and includes a position paper on the criteria and format for a Tier I course. Part 2 provides outlines for Tier I courses, which focus on providing a breadth of knowledge in six curriculum areas (i.e., behavioral, biological, physical, and social sciences; humanistic studies; and language arts). Part 3 contains the outline for the Tier II course, in which an interdisciplinary approach is

used to investigate five major societal issues, such as "Energy and Ecology," "The Limits of Growth," and "Nuclear War and Other Nuclear Threats," which vary from year to year. Part 4 provides guidelines for the Tier III courses, which involve an in-depth ethical inquiry into a single societal issue, and presents outlines for courses entitled "Control of Life and Death," "Freedom and Responsibility of the Mass Media," "Science and Human Values," and "Change: A Look to the Future." The course outlines include a catalog description; an overview and rationale; course-content and criteria-related goals; and evaluation, grading, and other course policies. (HB)

ED 241 071 JC 830 512
Community Events Planning Packet: National Community Education Day, Wednesday, November 16, 1983.

National Community Education Association, Washington, DC.
Pub Date—83
Note—18p.

Available from—American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington, D.C.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Community Education, Community Schools, *Institutional Advancement, Program Development, *Public Relations, *School Community Relationship

Developed for community educators interested in planning activities for National Community Education Day, this packet of materials presents planning ideas and examples of activities undertaken during the first National Community Education Day held in 1982. After messages from the National Community Education Association (NCEA) and the American Association of Community and Junior Colleges (AACJC), information on the planning packet is provided. Next, the role of National Community Education Day in enhancing an institution's public relations is discussed and guidance is provided on charting public opinion and selecting the most effective ways of reaching a target audience. The following sections highlight 1982 events that focused on increasing institutional visibility, fundraising, involving local children, promoting political awareness, utilizing Community Education Day in conducting other institutional business, and involving state-level policymakers. Next, suggestions are provided about using the Community Education Day logo, developing special "I Support Community Education Day" products, and inviting important members of the local community to the event. Resources available to help plan a National Community Education Day event are cited. Also included in the packet are: (1) a joint NCEA/AACJC resolution; (2) a step-by-step guide for organizing a community event; and (3) a special event analyzer to help institutions prioritize events in terms of their purposes and effects. (HB)

ED 241 072 JC 840 062
Muraski, Ed J.

A Comprehensive Postsecondary Education Master Plan for Florida Keys Community College. Florida Keys Community Coll., Key West.

Pub Date—84
Note—116p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—College Planning, Community Colleges, *Educational Needs, Employer Attitudes, Enrollment Projections, Females, *High School Students, *Long Range Planning, Males, Master Plans, Needs Assessment, Population Trends, *Student Educational Objectives, Two Year Colleges, Vocational Interests

A study was conducted to determine the career or educational interests of high school juniors in Monroe County, to compile information about potential Florida Keys Community College (FKCC) students, and to gather data to project future enrollment trends at the college for long-range planning. Information on students' educational/career interests was obtained from a questionnaire survey of juniors at each of the area high schools, while Monroe County Planning Department reports, state educational reports, FKCC records, and reports from other agencies provided information on enrollment projections, population trends, and business and industry needs and directions. Study findings included the following: (1) high school students

expressed greatest interest in occupational studies in computer science, cosmetology, auto mechanics, secretarial science, and business administration/science; (2) the career and educational interests of males and females fell along traditional lines, although more females than males chose programs non-traditional for their sex; (3) needs of Monroe County employers did not correlate with the occupational interests of the high school juniors; (4) the county population was expected to increase over the next 37 years, primarily with respect to older, affluent adults; and (5) associate in arts programs ranked as a high need among the juniors. The study report includes the questionnaire, relevant demographic data, a literature review, and recommendations for planning. (LAL)

ED 241 073 JC 840 078
Simmons, JoAn McGuire, Ed.

The Shortest Distance to Learning: A Guidebook to Writing across the Curriculum. California Univ., Los Angeles. Office of Academic Interinstitutional Programs; Los Angeles Community Coll. District, Calif.

Pub Date—83
Note—62p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Colleges, *Content Area Writing, Essay Tests, Two Year Colleges, *Writing Exercises, *Writing Instruction, *Writing Skills

Identifiers—*Writing Across the Curriculum

Developed by instructors from the Los Angeles Community College District, this guidebook provides materials to aid community college instructors teaching in a variety of subject areas to integrate writing and student learning in their classrooms. Chapter 1 addresses a number of common concerns that instructors have about using writing in their courses and underscores the importance of teaching writing skills in non-English classes. Chapter 2 discusses the applicability of learning logs (i.e., journals in which students take notes on films, lectures, or discussions on one side of the page, and write their thoughts on the other) and emphasizes their value as a learning tool in promoting student fluency. This chapter includes sample student learning logs from a variety of classes. Chapter 3 presents guidelines on the design of effective writing assignments and assignment sequences, including design criteria, model assignments, and methods of designing sequences. Chapter 4 suggests ways to design effective essay questions and stresses the use of specific, substantive questions and the provision of evaluation criteria. Definitions, sample student answers, and a checklist of considerations for designing an essay question are provided. (HB)

ED 241 074 JC 840 083

Richardson, Richard C., Jr.
Improving Opportunities for Earning the Baccalaureate Degree for Urban Students.

Pub Date—Feb 84
Note—13p.; Paper presented at a Meeting of the Ford Foundation (Los Angeles, CA, February 3-4, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, Articulation (Education), *College Role, *Community Colleges, *Educational Quality, Educational Trends, *Transfer Programs, Two Year Colleges, *Urban Education, Vocational Education

Strong enrollments in career programs have led many to conclude that occupational training is, and should be, the premier function of a community college—a belief that is supported by the ways in which community colleges are funded. Though strong technical programs are an important part of what urban community colleges offer to their students, access to the baccalaureate degree remains the most important opportunity these institutions can provide. Colleges seeking to advance the transfer function have attempted to correct some of the mistakes that have been made in the interests of increasing enrollments and maintaining fiscal stability. Some of the most promising directions being taken in this area are: (1) colleges are beginning to reemphasize the importance of the transfer function; (2) they are beginning to require the same literacy skills and academic preparation for those who enter transfer programs as for those entering career programs; (3) they are re-establishing strong orientation programs for students who intend to transfer;

(4) they are working with state coordinating boards, urban universities, and feeder high schools to establish clearly defined and better supported paths to the baccalaureate; (5) they are emphasizing skills that are required by advanced courses in remedial programs; and (6) they are concentrating available resources on students with the willingness and ability to use them to greatest advantage. (LAL)

ED 241 075 JC 840 087

Mize, Joanne Page
An Evaluation of the General Educational Development Program at Seminole Community College, Sanford, Florida.

Pub Date—83
Note—100p.; Ed.D. Dissertation, Nova University. Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Community Colleges, Dropouts, Equivalency Tests, *High School Equivalency Programs, *Participant Satisfaction, *Program Evaluation, Questionnaires, School Surveys, *Student Characteristics, Two Year Colleges

Identifiers—*Seminole Community College FL

In order to gather current data about the General Educational Development (GED) program at Seminole Community College (SCC), Florida, a random sample of 1982 GED examinees were surveyed to determine the examinees' assessment of the quality of instruction, course materials, and learning laboratories at SCC; the center(s) used most often and for what length of time; the methods of advertisement that were most productive in recruiting students; the main reason for taking the GED Test; the demographic profile of the typical GED student; and the program changes that would lead to improvement. Questionnaires were mailed to 242 graduates and 132 non-graduates of SCC's program who took the GED test in 1982. Study findings, based on responses from 196 graduates and 60 non-graduates, included the following: (1) overall, the non-graduates rated the course materials and instruction lower than the graduates; (2) SCC's special GED labs were used by a small number of the respondents; (3) the best advertising appeared to be word-of-mouth, as relatives and friends were the best sources of information about the GED program; (4) the main reason for taking the GED Test was job-related for the graduates and personal satisfaction for the non-graduates; (5) over 75% of the graduates were employed either full- or part-time, as were 68% of the non-graduates; and (6) over 80% of the examinees would strongly recommend the program to others. A literature review and the questionnaire are included. (Author/LAL)

ED 241 076 JC 840 088

Lawrence, Sally, Ed.
Schenectady County Community College Academic Master Plan, 1982-1986.

Schenectady County Community Coll., Schenectady, N.Y.

Pub Date—Jun 82
Note—158p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*College Planning, Community Colleges, Enrollment Projections, *Institutional Characteristics, *Long Range Planning, Master Plans, *Program Development, Questionnaires, Two Year Colleges, Two Year College Students

Developed by the faculty and staff of Schenectady County Community College (SCCC) in support of established missions, policies, and goals, this academic master plan serves as a guide for the development of SCCC's programs and a gauge for monitoring progress toward stated objectives. Part I provides a statement by SCCC's president outlining the purpose of the master plan. Part II presents introductory material on the history and philosophy of SCCC and its current institutional mission. This section also includes information on past, current, and projected enrollments and student characteristics. Part III details the planning process, offering background on the planning initiative, long-range institutional goals, action plans for academic effectiveness, student services, enrollment, community relations, administrative improvement, and resource utilization. Part IV details the current status of planning by academic departments. For each of seven departments, a description is provided, along with information on the use of advisory committees,

course updating and new programs, and appended material on course sequences and relevant research. Finally, part V reviews the planning activities of 1981-82 and offers projections for the future. A questionnaire used to assess learning/media center activities is included. (LAL)

ED 241 077 JC 840 089

Chestnut, Erna Ruth
Community Needs Assessment, 1982, with
Sub-Population Data Tables.
Schenectady County Community Coll., Schenectady, N.Y.

Pub Date—82

Note—135p; Some tabular material may be marginally legible due to small print.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—College Attendance, *Community Attitudes, Community Colleges, *Educational Attitudes, *Educational Needs, Enrollment Influences, *Institutional Evaluation, Needs Assessment, Questionnaires, School Personnel, Two Year Colleges, Two Year College Students

In 1981-82, a community needs assessment study was conducted to assist Schenectady County Community College (SCCC) in improving programs, meeting educational needs, evaluating promotional efforts, facilitating attendance, providing information to the community, evaluating program quality, and planning programs. A survey, sent to 1,173 SCCC students, 636 SCCC staff members, 600 high school staff members, and 1,125 selected community organizations, solicited information on factors influencing college attendance, community expectations of SCCC, demand for new or intensified services, perceptions of the quality of SCCC's services, and respondents' characteristics. Study findings, based on an overall response rate of 36%, included the following: (1) services considered most important by the respondents as a whole included maintaining course content and standards, offering certificates and degrees transferable to four-year colleges, and expanding transfer agreements; (2) computer science and data processing were the only areas for which a large demand for new programs was perceived by the respondents; (3) over 75% of the respondents agreed that SCCC represented a wise investment of tax monies, that SCCC presents a helpful and non-threatening image to older residents and re-entry students, and that SCCC has improved the county and widened educational access. The questionnaires and analyses for each respondent group are included in the report. (LAL)

ED 241 078 JC 840 090

Chestnut, Erna Ruth
The Economic Impact of Schenectady County Community College on Schenectady County, 1981-82.

Schenectady County Community Coll., Schenectady, N.Y.

Pub Date—[83]

Note—79p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Community Benefits, Community Colleges, *Costs, Economic Research, *Educational Economics, *Expenditures, Questionnaires, School Community Relationship, School District Spending, School Personnel, Two Year Colleges, Two Year College Students

Identifiers—*Economic Impact, Economic Impact Studies

This report on the economic impact of Schenectady County Community College (SCCC) uses a modification of the Caffrey and Isaacs model to assess SCCC-related local business volume, SCCC costs and benefits to the Schenectady County government, and the likely impact on the county if SCCC did not exist. Part I provides background to the study, including information on relevant research, the characteristics of SCCC and the characteristics of the county. Part II presents a summary of the findings and study conclusions, pointing out that the 1981-82 SCCC operating budget was \$5,456,878; that total local business volume related to SCCC was \$8,045,452; that Schenectady County contributed \$798,615 to the SCCC operating budget in 1981-82; and that SCCC provides 205 full-time equivalent jobs and accounts for 406 additional jobs created by the local spending associated with the

college. Part III details SCCC-related business volume, including data on SCCC revenues, local expenditures, local employment, and the population associated with SCCC. SCCC costs to the Schenectady County government are itemized in part IV in terms of capital spending and operating costs. After part V examines SCCC benefits to the county, part VI looks at the net cost of SCCC to the local government. Observations concerning the impact on the county if SCCC did not exist are presented in part VII, followed by information on the methodologies, assumptions, and calculations used in the study. Appendices provide questionnaires and financial data. (LAL)

ED 241 079 JC 840 091

Hinkley, Barbara And Others
Academic Standards: The Faculty's Role. An Academic Senate Position Paper: Discussion and Action.

Academic Senate for California Community Colleges, Sacramento.

Pub Date—83

Note—8p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Standards, *College Faculty, Community Colleges, *Educational Quality, Professional Development, *Teacher Role, Two Year Colleges

Identifiers—*Teacher Cooperation

Many community college faculty are concerned with academic standards at their institutions, in part because in the late 1960s and during the 1970s standards became associated, in the minds of many teachers and students, with personal rigidity rather than academic rigor. Faculty who wish to re-examine academic standards with their colleagues should: (1) discuss the nature and function of standards that require faculty to teach the subject matter with appropriate rigor and grant passing grades only to students who demonstrate competency in the subject; (2) have a meeting of faculty teaching a multi-section course, sequential courses, or courses within a particular program to review departmental course outlines or departmental syllabi, catalog descriptions, and ways of implementing the course outlines; and revise the materials or methods as deemed appropriate; (3) consider selecting textbooks or grading papers together; (4) sponsor cross-disciplinary discussions of standards to identify the skills and knowledge faculty members can expect of each other's students; (5) involve part-time faculty in discussions and meetings; and (6) accept responsibility for professionalism and professional growth by keeping abreast of developments in one's field, contributing to the institution, and reassessing course material. Having agreed upon standards themselves, faculty can provide uniform information to students about what is expected of them and insure the provision of an appropriate and rigorous education. (LAL)

ED 241 080 JC 840 093

Rounds, Jeanine C.
Assessment, Placement, Competency: Four Successful Community College Programs.

Pub Date—[84]

Note—41p; Appended tabular material marginally legible due to small/poor quality type.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, Educational Counseling, Educational Innovation, *Educational Testing, *Evaluation Methods, Program Administration, Program Descriptions, Program Development, *Student Placement, *Testing Programs, Two Year Colleges

Respondents to a 1982-83 survey of assessment practices in California's community colleges identified Sacramento City College (SCC), Fullerton College (FC), Sierra College (SC), and Victor Valley College (VVC) as having the most effective assessment/placement programs in the state. Interviews conducted on-site with at least three staff members involved in program administration, operation, or design at each campus gathered information on program development and testing policies; registration and assessment procedures; reactions to the program from counselors, students, and faculty; components leading to statewide recognition; and future directions. The interviews revealed that, although there were many differences among the institutions and among their programs, there were a number of similarities, including the following: (1) all of the colleges assessed a high percentage of entering stu-

dents; (2) all relied heavily upon the computer, using it to provide a prescriptive printout for students within hours of assessment; (3) all but VVC required specific scores for entering English and language arts courses; (4) all but SC used a standardized assessment instrument; (5) administrative leadership and faculty involvement were important in all colleges; and (6) all schools but SC operated a testing office with opportunity for ongoing assessment. The study report includes profiles of each school's assessment program, summary findings, and appendices showing innovations. (HB)

ED 241 081 JC 840 097

Peak, E. Kenton

Full-Time Student Enrollment by College and High School of Graduation: A Ten Year Report. Illinois Eastern Community Colleges, Olney. Office of Research and Development.

Pub Date—[83]

Note—36p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, *Enrollment Trends, Full Time Students, *High School Graduates, Two Year Colleges, *Two Year College Students

Examining a 10-year period beginning in 1972-73, this report provides data on the enrollment of full-time students at the four Illinois Eastern Community Colleges according to the high schools from which the students graduated. Introductory material outlines the purpose of the study, discusses findings from previous research, and points to the study's limitations. Next, data from the study are highlighted, including the following findings: (1) in 1972-73, 2,061 students graduated from the high schools in the 10 counties studied, and 447 of the students (22%) enrolled full-time at one of the Eastern Illinois colleges; (2) in 1981-82, the high schools in the 10 counties graduated 1,869 students and Illinois Eastern enrolled 495 full-time students or 26% of the graduates; and (3) in 1973-74, 8 of the 23 high schools provided 65% of the full-time students enrolled in the colleges, while in 1982-83, 71% of the high school graduates enrolled in the colleges came from these schools. The bulk of the report consists of 27 line graphs, a county analysis, and a trend line graph of high school graduates. The graphs show the enrollment of full-time students at each of the four colleges according to high school and provide data on out-of-district, out-of-state, and foreign students. (HB)

ED 241 082 JC 840 098

Donnelly, Brian L. And Others
Central Ohio Technical College Annual Plan, 1983-1984: Academic Affairs.

Central Ohio Technical Coll., Newark.

Pub Date—83

Note—91p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Education, College Curriculum, College Instruction, *College Planning, Community Colleges, Master Plans, *Student Personnel Services, Two Year Colleges

Developed by unit managers in Central Ohio Technical College's Academic Affairs division, this annual plan for 1983-84 attempts to provide the basis for communication with individuals both within and outside the division; unify the campus around shared goals; and review progress. Introductory material describes the development of the program plan, identifies the uses for the document, sets forth assumptions about the planning process and definitions of relevant terms (e.g., goal, objective, and action step), and provides a summary of the annual effort of the Academic Affairs division. Next, work plans are provided for the following areas: (1) Office of the Dean of Academic Affairs; (2) Division Offices for Business Technologies, Engineering and Public Services Technologies, and Health Technologies and General Studies; and (3) academic support areas of admissions, job placement, and student records and registration. For each area, goals, objectives, and activities are specified, and, in most cases, an activity implementation schedule and a list of additional resources needed are provided for each activity. Finally, a calendar of activities for 1983-84 is presented, including projected activities by quarter, in the areas of curriculum, budget, personnel, marketing/recruitment, advisory committees, publications, registration, and reports. (LAL)

ED 241 083

JC 840 099

Demographic Trends in Missouri's Population and Enrollment Trends and Projections: Master Plan III Assessment Project Report Number Three.

Missouri State Coordinating Board for Higher Education, Jefferson City.

Pub Date—Jun 83

Note—28p.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age, College Bound Students, *Enrollment Projections, Minority Groups, *Population Trends, Postsecondary Education, Rural Urban Differences, State Surveys

Identifiers—*Missouri

Part of an effort to evaluate the 1978 Missouri State Master Plan for Higher Education, this report reexamines the enrollment projections contained in the plan to determine whether those projections are adequate to serve as a basis for statewide higher education planning efforts for the remainder of the 1980s and the early 1990s. The first section of the report describes recent demographic trends related to college enrollments. This analysis indicates that, while the number of young people who will be entering the traditional college-age cohort will decline by over 23% statewide, the change will not be uniform across subregions and will have a differential effect on specific institutions. In addition, the report indicates that changes in the racial mix of the traditional college-age cohort will affect high school graduation and college attendance rates, as will the trend of more rapid growth in the rural population of the state. The next section of the report focuses on enrollment projections, first describing the assumptions used and then reporting a projected statewide enrollment for 1993 that would be 21.5% below that of 1981. A comparison of master plan projections to actual 1980 enrollments and revised projections for 1985 and 1990 conclude the report. (LAL)

ED 241 084

JC 840 100

Student Transfer among Missouri Higher Education Institutions.

Missouri State Coordinating Board for Higher Education, Jefferson City.

Pub Date—Oct 83

Note—24p.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Transfer Students, Community Colleges, *Enrollment Trends, Postsecondary Education, State Colleges, State Surveys, State Universities

Identifiers—*Missouri, *Reverse Transfer Students

The transfer of students in Missouri is multi-directional; that is, some level of transfer activity occurs between and within each major sector of higher education. The number of student transfers has risen from 15,500 in fall 1979 to 18,000 in fall 1982, with a peak of 20,000 transfers reported in fall 1981. The majority of student transfers (more than 10,000 annually) involve Missouri residents attending public and independent colleges and universities. Of these, approximately 70% occur among public sector institutions. An analysis of transfer activity for the 4-year period from fall 1979 to fall 1982 reveals the relative stability of transfer relationships among and within sectors, with two exceptions: in fall 1980 and fall 1981 there was a significant increase in transfers from public four-year institutions to public two-year institutions, and there was a substantial increase in the number of transfers from independent to public two-year institutions between fall 1979 and fall 1980. In total, transfer students account for 10% of undergraduate enrollment at public and independent institutions, and for approximately 40% of first-time entering students. The greatest percentage of students transferring from the University of Missouri and the state universities transfer to community colleges, and most students transferring to a state college come from a community college. The bulk of the report consists of graphs and tables showing transfer activity and trends. (LAL)

ED 241 085

JC 840 101

Hoeppel, Frank C., Jr.

A Taxonomical Analysis of Questions Found in Reading Skills Development Books Used in Maryland Community College Developmental/Remedial Reading Programs.

Pub Date—80

Note—141p.; Ed.D. Dissertation, American University.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Cognitive Development, Community Colleges, *Difficulty Level, *Remedial Reading, *Textbook Evaluation, Two Year Colleges

Identifiers—*Bloom's Taxonomy

A study was conducted to categorize the questions found in the reading skills development books used in Maryland's community colleges according to Bloom's Taxonomy of Educational Objectives. The study sought to determine the number of questions per taxonomy category; whether there was a significant difference between observed and expected frequency; and whether there was a significant difference among the categories. The study involved a survey of community college developmental reading programs, which revealed that 185 different skill development books were being used, and the selection of a sample of 555 questions from these books for analysis. Of the questions, 145 fell into the knowledge category of Bloom's Taxonomy, 400 into the comprehension category, 2 into the application category, and none in the categories of analysis, synthesis, and evaluation. This concentration of questions in the two lowest levels of thinking indicated that very little stimulation of the higher thinking processes was offered via the questions used in the reading skills development books used in the community colleges. The authors and publishers of these books, and the educators that use them need to become more concerned about the higher level thinking development of students, estimate the intellectual capabilities of these students at a higher level, and consider that reading material on a higher level may build reading motivation. (LAL)

ED 241 086

JC 840 102

The Improvement of Occupational Education in Maryland: A Progress Report, Fiscal Year 1983.

Maryland State Board for Community Colleges, Annapolis.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date—Dec 83

Note—25p.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Data Collection, Educational Research, Evaluation Criteria, *Evaluation Methods, *Management Information Systems, *Program Evaluation, *State Programs, State Surveys, Statewide Planning, Vocational Education

Identifiers—*Maryland

Prepared as part of a joint effort by the Maryland State Board for Community Colleges (SBCC) and the Maryland State Board of Education to promote high-quality occupational programs and services, this report provides information on the state's management information system and program data monitoring system. Following the text of a resolution establishing the Joint Coordinating Committee for Occupational Education Programs, the report provides a project summary which outlines procedures and results for three project objectives: (1) to conduct statewide projects, including the preparation of computer files and reports on credit enrollment, degree recipients, graduate follow-up, leaver follow-up, employer follow-up, discipline cost analysis, continuing education, and program inventory; (2) to run the SBCC Program Data Monitoring System and review each of the 396 programs by June 1983; and (3) to publish an in-depth evaluation of 48 community college programs by March 1983 and a statewide evaluation of media/communications programs. Tables provide a statistical summary of program evaluation activities for 1978 through 1982 and identify programs designated for evaluation in 1983. Appended materials provide instructions on using information to support instructional program evaluation, a program implementation and evaluation flow chart, and guidance for users of the Program Data Monitoring System. (LAL)

ED 241 087

JC 840 104

Virginia Community College System Master Plan, 1982-1990.

Virginia State Board for Community Colleges, Richmond.; Virginia State Dept. of Community Colleges, Richmond.

Pub Date—Jan 83

Note—449p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—College Administration, *College Planning, College Programs, College Role, *Community Colleges, Educational Facilities, Educational Finance, Enrollment Trends, Long Range Planning, Master Plans, School Business Relationship, School Personnel, State Boards of Education, *Statewide Planning, Student Personnel Services, Two Year Colleges

Identifiers—*Virginia

The Virginia Community College System (VCCS) master plan presented in this report is designed to manage the system and its 23 comprehensive community colleges during the years 1982 through 1990. First, chapter I presents an executive summary of the plan, the process of its implementation, and recommendations for policy changes in key areas. Chapter II outlines the context for master planning in Virginia, and chapter III discusses the VCCS planning process. Chapter IV outlines actions of the State Board for Community Colleges on the VCCS's mission, goals, planning assumptions, and strategic objectives. Chapter V presents methods of plan management and highlights four primary management activities associated with the master plan. After chapter VI describes the organization of the community college system in Virginia and presents major issues facing the colleges, chapter VII provides an overview of educational programs, including new programs recommended for 1984 to 1986. Chapter VIII highlights the VCCS manpower training partnership with business, industry, and government, and presents results from a survey of the role of the state's colleges in serving the training needs of those sectors. Information on VCCS enrollments is presented in chapter IX, while chapters X, XI, and XII contain data on finances and personnel, facilities, and support services. Appendices include a summary of existing and proposed programs and standardized criteria for program planning. (HB)

ED 241 088

JC 840 105

Master Plan for the Virginia Community College System Computing Services.

Virginia State Dept. of Community Colleges, Richmond.

Pub Date—May 81

Note—198p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—College Administration, Community Colleges, *Computer Assisted Instruction, *Computer Oriented Programs, Computer Programs, *Data Processing, *Management Information Systems, Master Plans, Personnel Needs, Program Administration, Program Costs, Program Development, Program Implementation, *Statewide Planning, Two Year Colleges

Identifiers—*Virginia

This master plan sets forth a general strategy for providing administrative and academic computing services and satisfying the data processing requirements for the Virginia Community College System (VCCS) during the 1980's. Following an executive summary, chapter 1 sets forth the purpose of the plan and outlines the planning processes used. Chapter 2 discusses the mission of the VCCS and the role of the computing and data services functions. After chapter 3 establishes guidelines for the VCCS computing services system, chapter 4 provides an analysis of the present situation and existing resources. Chapter 5 looks at assumptions related to the provision of computing services while chapter 6 considers current strengths, weaknesses, opportunities, and problems. The goals of computing services are reviewed in chapter 7, followed by an examination of computing and systems development strategies in chapter 8. Chapters 9 and 10 present organizational, personnel, and financial requirements of the proposed system, and chapters 11 and 12 address the implementation, management, and coordination of the master plan. Performance standards are set forth in chapter 13, followed by a discussion of plan management in chapter 14. Appendices include information on administrative, management, and academic applications; network requirements; service request procedures; hardware and software; time lines; and a glossary of data processing terms. (LAL)

ED 241 089

JC 840 107

Jones, Steven Wayne

Evaluating the Impact of Freshmen Orientation on Student Persistence and Academic Performance. Applied Educational Research and Evaluation.

Pub Date—1 Mar 84

Note—40p.; Ed.D. Practicum, Nova University. Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Persistence, Community Colleges, Course Descriptions, Enrollment Influences, *Grade Point Average, *School Holding Power, *School Orientation, Two Year Colleges Identifiers—*Phillips County Community College AR

A study was conducted at Phillips County Community College (PCCC) to analyze the impact of freshman orientation classes on students' persistence and academic performance. The participants in the study were all first-time, full-time freshmen who entered PCCC during the fall 1982, spring 1983, or fall 1983 semesters. During the registration process, students were encouraged to enroll in an 8-week orientation class that included information on academic policies, college regulations, career counseling and testing, placement, financial aid, student services, and study skills. Performance and persistence data were analyzed for an experimental group of 337 students who successfully completed the orientation class and for a control group of 433 students who either did not enroll in or did not complete the class. Study findings revealed that: (1) 79.7% of the experimental group had been retained at the end of one semester, compared to 43.1% of the control group; (2) at the end of one academic year, 45.3% of the fall 1982 experimental group had been retained, compared to 23.2% of the control group; (3) the combined first semester mean grade point average for the experimental group was 2.28, compared to 1.72 for the control group. Based on study findings, increased efforts to enroll freshmen in orientation classes, improvement in the consistency of those classes, and promotion of the classes among faculty and staff were recommended. A review of the literature, a bibliography, and the orientation class syllabus are included in the report. (HB)

ED 241 090

JC 840 109

Leatherbarrow, Ronald

The Remedial English Program [and] An Outline of the Compositional Skills Taught as a Continuum through English 111 and 112 [and] English Division Policies for English 111 and 112.

Anne Arundel Community Coll., Arnold, Md.

Pub Date—[84]

Note—8p.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Course Content, *Course Objectives, *English Instruction, *Remedial Instruction, Two Year Colleges, *Writing Instruction

Information is provided on the goals, objectives, strategies, and content of four courses in Anne Arundel Community College's English Division: (1) English 001, which teaches structuring of words into sentences that conform to the accepted conventions of English grammar, punctuation, and capitalization; (2) English 002, which teaches the structuring of sentences into paragraphs that are unified in topic and coherent in development; (3) English 111, which teaches a general pattern of composition useful for presenting any complex topic; and (4) English 112, which continues and broadens the skills taught in English 111 and teaches logical argumentation and the elementary skills of research. Following information specific to each course, English Division policies for English 111 and 112 are presented concerning class time allotment, writing assignments, grading policies, and referrals to the English Center. (LAL)

ED 241 091

JC 840 113

Gash, Philip

Remedial Math and Language Arts Study: Effectiveness of Remedial Classes in a Rural Northern California Community College District.

Shasta-Tehama-Trinity Joint Community Coll. District, Redding, CA. Instructional Research Office.

Pub Date—Sep 83

Note—14p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Academic Persistence, Community Colleges, *Grade Point Average, Majors (Students), *Program Effectiveness, Program Evaluation, *Remedial Instruction, Remedial Mathematics, Remedial Reading, Two Year Colleges, *Two Year College Students

A study was undertaken to assess the effectiveness of remedial mathematics and language arts classes in a rural northern California community college district. Data related to remedial class completion, following semester return rates, units completed, grade point average (GPA), and declared major were collected for all remedial students taking language arts or mathematics courses in fall 1981, spring 1982, and fall 1982. Study results, based on an overview of the three terms, included the following: (1) in general, during fall terms, 65%-75% of the students completed a remedial class with an A to D grade, and 60%-65% returned for classes the following spring; (2) in the spring, about 60% of the students completed a remedial class and only 45% returned in the fall; (3) the students who completed a remedial class, returned to earn an average of 11.8 units with a GPA of 2.81 and when they returned the following semester they completed an average of 10 units with a 2.84 GPA; (4) students who did not complete the remedial class but did return to the college earned an average of 7.1 units with a GPA of 2.26; and (5) retention for remedial class completers was slightly less than for the student population as a whole. (LAL)

ED 241 092

JC 840 114

Moody, George V. And Others

Mississippi Public Junior Colleges Statistical Data, 1982-83.

Mississippi State Dept. of Education, Jackson. Div. of Junior Colleges.

Pub Date—[83]

Note—51p.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Ancillary School Services, Degrees (Academic), *Educational Finance, *Enrollment, Expenditures, Income, *Institutional Characteristics, Salaries, *School Personnel, State Aid, State Surveys, *Student Characteristics, Student Costs, *Two Year Colleges, Two Year College Students Identifiers—*Mississippi

This report provides statistical data for 1982-83 on enrollments, finances, personnel, and services within Mississippi's 15 public junior college districts. After brief introductory material providing an overview of the state's junior college system, the schedule of the meetings of the Mississippi Public Junior Colleges Board of Trustees for 1982-83 is presented. Next, tables offer data on enrollment by class and sex for in-state and out-of-state students; enrollments by college and campus of full- and part-time, day and evening students; and a summary of degrees granted by college, graduate's sex, degree or certificate awarded, and program of study. Tables focusing on income and expenditures indicate sources of revenue by college, student fees and charges by college, county tax support by district and amount spent, educational and general (E&G) expenditures for fiscal year 1983 by function and objective, and percentages of E&G expenditures by function and objective. The last tables cover, by college, faculty salaries by degree held, dormitory utilization, and revenue and expenditures for auxiliary enterprises (e.g., food services, housing, and stores). (HB)

ED 241 093

JC 840 116

Kintzer, Frederick C.

Organization and Leadership of Two Year Colleges: Preparing for the Eighties. Institute of Higher Education Topical Paper.

Florida Univ., Gainesville. Inst. of Higher Education.

Pub Date—Dec 80

Note—35p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrative Organization, *College Administration, Community Colleges, Educational Change, Educational Innovation, Participative Decision Making, Private Colleges, Technical Institutes, *Two Year Colleges

An analysis is presented of the organization and administration of public and private two-year colleges in the United States. Section I highlights the changes that took place within community colleges

in the 1970's in budgeting, the expansion of collective bargaining, and the pressure to provide increased opportunities to minority students. Section II discusses structural models and organizational patterns of two-year colleges, focusing on two extremes: the bureaucratic model, which predominated for the first 50 years of community college development, and the participative model, which emphasizes lateral and oblique communication systems and faculty, student, and staff involvement in decision making. Section III provides a comparative analysis of organizational structures of two-year colleges in terms of administration, business functions, instruction, student services, and the executive function. This section examines the mode of organization and provides examples of: (1) public community colleges in single and multi-unit independent districts; (2) state university systems and branch campuses; (3) state boards for community colleges and state two-year college systems; (4) technical institutes and technical colleges; (5) colleges characterized by innovative patterns of organization, such as non-campus and cluster colleges; and (6) private colleges, including independent and church-related institutions. (HB)

ED 241 094

JC 840 117

Gash, Philip And Others

Effects of Probation Policy on Student Retention at Shasta College: A Study in a Rural Northern California Community College.

Shasta Coll., Redding, Calif.

Pub Date—Oct 82

Note—14p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Probation, *Academic Standards, Community Colleges, Educational Change, *Enrollment Influences, *Student Attrition, Two Year Colleges, Two Year College Students, Withdrawal (Education)

Designed to survey the effects of the current probation policy at Shasta College, this report estimates the student loss attributable to the policy and discusses means of identifying potential probationary students. After introducing the probation policy, which requires at least a 2.0 grade point average to avoid academic probation and the completion of at least 60% of the courses attempted to avoid progress probation, the report discusses the effects of the policy on one group of students placed on probation due to their performance in fall 1981 (F81) and another group placed on probation on the basis of their fall 1981 and spring 1982 performance (S82). The following sections consider the loss of students attributable to the policy and the major characteristics of probationary students, indicating that: (1) only 45% of the F81 group on progress probation returned in the spring 1982, while 58% of the S82 group returned in fall 1982; (2) approximately 80 of the 382 students on progress probation in the F81 group and 47 of the 474 students on progress probation in the S82 group were discouraged from returning because they were placed on probation; (3) the two best identifiers of potential probationary students were attendance at college for personal interest and absence of a clear objective in attending college. Based on study findings, it was recommended that a probation prevention plan be instituted and that progress probation be enforced with a 50% success ratio. (HB)

ED 241 095

JC 840 118

Joseph, Nancy

Integrated Language Skills: An Approach to Developmental Studies.

Lake City Community Coll., Fla.

Pub Date—[84]

Note—14p.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Gains, *Basic Skills, Community Colleges, *Developmental Studies Programs, Language Skills, *Program Effectiveness, *Remedial Instruction, Teaching Methods, Two Year Colleges, *Two Year College Students, Vocabulary Skills, Writing Skills

A language skills program was developed at Lake City Community College to increase remedial students' chances of academic success in college courses. The program concentrates first on developing students' speaking and listening skills and then proceeds to more complex reading and writing

skills. The program provides 16 weeks of developmental study for academically underprepared students, during which skills in oral communication, listening comprehension, grammar, punctuation, spelling, sentence structure, paragraph writing, reading comprehension, vocabulary development, and study skills are approached in an integrated manner. An evaluation of the program involved two groups of students: an experimental group (N=26) of students who completed the language skills program and subsequently the college's basic English course, and a control group (N=25) of students who completed only the basic English course. The groups were compared on the basis of pre- and post-test measures of vocabulary and reading comprehension, and final grades in the English course. The results indicated that the experimental group performed better on both the vocabulary and comprehension tests and averaged a full letter grade higher than the control group in the English course. (HB)

ED 241 096

JC 840 119

Creutz, Alan

Academic/Instructional Computing in the Community and Junior College: Its Role and Its Institutional Implications.

San Diego Community Coll. District, Calif.
Pub Date—Mar 84

Note—10p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Curriculum, Community Colleges, *Computer Assisted Instruction, *Computer Literacy, *Computer Oriented Programs, Computers, *Curriculum Development, Educational Needs, *Management Information Systems, Program Development, Two Year Colleges

With the dramatic growth in the use of computers in recent years, questions have been raised concerning the role of computer education in community colleges. Four principal reasons can be advanced for implementing an academic/instructional computing program: (1) to increase computer awareness among students to prepare them for the growing number of jobs requiring familiarity with computers; (2) to improve instruction through computer-assisted delivery; (3) to optimize the use of resources through computer management in the areas of student testing, tracking, counseling, and curricular resource management; and (4) to develop computer and computer-related skills as part of an effective curriculum. Before implementing an academic/instructional computing program, a college should first develop faculty and staff awareness. Next, the institution's objectives should be defined, the role of computer-assisted instruction assessed, and the costs evaluated. Success in instituting such a program requires dynamic leadership, consistent support, and a large measure of institutional and individual self-confidence. If realistic objectives and sensitive strategies are developed, faculty and staff will take greater pride in their institution, and graduates will be better prepared for jobs and further education. (HB)

ED 241 097

JC 840 121

Turgeon, Mary L.

Professional Continuing Education: Participatory Characteristics of Allied Health Practitioners.

Pub Date—Nov 83

Note—49p.; Ed.D. Practicum, Nova University.
Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Allied Health Occupations, Community Colleges, *Continuing Education, Medical Laboratory Assistants, *Medical Technologists, Occupational Surveys, Questionnaires, *Student Educational Objectives, Two Year Colleges

Identifiers—*Corning Community College NY
In late 1983, a study was conducted to examine the continuing education participation and related characteristics of medical technology practitioners in the service area of Corning Community College (CCC). Survey forms were distributed by hospital laboratory managers to all levels of medical technology practitioners in seven local hospitals categorized by size and location. Study findings, based on responses from 71% of those surveyed, included the following: (1) respondents in all hospitals, with the exception of a university-town medical center, were concentrated in the 31-40 year age category; (2) the

larger hospitals had a preponderance of respondents with Bachelor's and Master's degrees, while the rural hospitals had a predominance of Associate degree graduates; (3) journal reading was cited as the most frequent source of new professional knowledge; (4) all of the respondent groups felt that there were too few opportunities for continuing education, though the actual participation rate averaged 76% for the entire sample; (5) all respondent groups chose "wanting to be better at my present job" as their strongest reason for personally participating in continuing education, followed by possible job advancement and salary increase; and (6) respondents over 40 demonstrated the highest participation rate of any age group. The study report includes a discussion of the implications of the findings for CCC program development, a literature review, and the survey instrument. (HB)

ED 241 098

JC 840 122

Wellsfry, Norval L.

The Economic Impact of the Virginia Community College System from 1966 to 1974.

Pub Date—May 76

Note—141p.; Ed.D. Dissertation, Virginia Polytechnic Institute and State University.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Community Colleges, Economic Climate, *Economic Factors, *Educational Economics, Expenditures, Income, *School Business Relationship, State Surveys, Two Year Colleges
Identifiers—*Economic Impact, Economic Impact Studies, *Virginia

A study was conducted to measure the economic impact of Virginia's community colleges on the state's business volume, employment, and income between 1966 and 1974; to analyze the degree of change in these factors since 1966; and to compare findings with state and national trends. The colleges' economic impact was measured using a model based on that devised by Caffrey and Isaacs. The impacts on business volume, employment, and personal income were divided into those related to the presence of the colleges and those related to the new money attracted to the state through the presence of the colleges. Wage and hour data, unemployment, personal and per capita income, non-agricultural income, and personal income by place of work were used as indicators of the changes in the performance of the Virginia economic system since the advent of the community colleges. The study found that the expenditures of the colleges had a significant impact on the state's economy. Between 1966 and 1974, the state general fund appropriation to the community colleges totalled \$156,424,000. A business volume of \$278,030,000 was generated by total monies related to the colleges and \$146,521,000 by new monies. By 1974, a total of 11,318 jobs had been generated due to the presence of the colleges. Finally, \$491,648,000 in individual income was generated by community college spending. The study report includes a literature review, conclusions and recommendations. (Author/HB)

ED 241 099

JC 840 123

Lee, Beth S.

Follow-Up of Occupational Education Students: Los Rios Community College District, Spring 1983.

Los Rios Community Coll. District, Sacramento, Calif.

Pub Date—Feb 84

Note—77p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*College Graduates, College Transfer Students, Community Colleges, *Dropouts, Education Work Relationship, Employment Patterns, Followup Studies, Graduate Surveys, Participant Satisfaction, Program Evaluation, Questionnaires, *Student Educational Objectives, Two Year Colleges, *Vocational Education, Vocational Followup

A follow-up study of occupational education students in the Los Rios Community College District (LRCCD) was conducted to obtain information regarding the former students' educational and career goals, employment and educational status, and perceptions of the programs and services offered by the three district colleges. A survey was mailed to 2,700 former LRCCD students who had been enrolled in fall 1981 or spring 1982 in a course designated as occupational and who had not re-enrolled in fall

1982. Two subgroups were studied: those who completed an associate or certificate program (graduates) and those who received no award (non-returning students). Study findings, based on responses from 1,291 (51.8%) of the former students, revealed: (1) about 60% of the respondents had enrolled primarily to acquire or improve job skills; (2) 28% of the non-returning students indicated that their reason for not returning was completion of the courses they needed and 15% cited conflicting job hours; (3) 75% of the respondents were employed full-time, and 40% of the graduates and 30% of the non-returning students were furthering their education; and (4) among the employed respondents, almost 70% were working in a job related to their college courses. The survey instrument, cover letters, and detailed response data are appended. (HB)

ED 241 100

JC 840 124

Report on Enrollment Trends in Illinois Public Community Colleges.

Illinois Community Coll. Board, Springfield.

Pub Date—Mar 84

Note—13p.; Some tabular data may be marginally legible.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age, Community Colleges, *Declining Enrollment, *Enrollment Trends, Ethnicity, Females, Full Time Equivalency, Full Time Students, Males, Part Time Students, *Student Characteristics, Two Year Colleges, *Two Year College Students
Identifiers—*Illinois

Data are presented showing enrollment trends and student characteristics in Illinois public community colleges. Part 1 summarizes statewide fall opening enrollments for 1979 through 1983, emphasizing changes that occurred in fall 1983. This section examines student enrollment by college and instructional program, full-/part-time enrollments, male/female enrollments, enrollments by ethnic origin, and enrollments by age category. In addition, part 1 provides a summary of data and trends for the period. Part 2 presents preliminary data for the winter quarter/spring semester of fiscal year (FY) 1984 and compares these data with information for the same period of 1983. Highlighted findings include the following: (1) the fall opening headcount enrollment for 1983 was 356,643 students, representing a decrease of 31,179 students, or 8%, from 1982; (2) of the 52 colleges in the state, 14 showed increases in enrollment, 31 experienced decreases, and 7 showed little or no change in fall 1983; (3) enrollment decreases were seen primarily in remedial, adult education, and general studies programs; (4) 30.3% of the fall 1983 students were enrolled full-time, compared with 25% for fall 1982; (5) enrollment decreases were experienced in all ethnic categories with the largest percentage of decreases occurring in minority enrollments; and (6) preliminary data for FY 1983 also showed decreases in headcount and full-time equivalent enrollments over FY 1983. (HB)

ED 241 101

JC 840 125

Staats, Holly

One Year Later, 1982: A Survey of Mercer Graduates of FY 1981. Technical Report 83-05.

Mercer County Community Coll., Trenton, NJ. Office of Institutional Research.

Pub Date—Jan 83

Note—49p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Graduates, *College Transfer Students, Community Colleges, Education Work Relationship, *Employment Patterns, Followup Studies, Graduate Surveys, Outcomes of Education, *Participant Satisfaction, Questionnaires, Student Educational Objectives, Two Year Colleges, Two Year College Students, Vocational Followup

In spring 1982, a study was conducted to gather information concerning the 701 students who graduated from Mercer County Community College (MCCC) during the 1981 academic year. Questionnaires soliciting information on employment, education, reasons for attending MCCC, and opinions of the college were returned by 56% of those surveyed. Study findings included the following: (1) 67% of the respondents graduated from career pro-

grams and 33% from transfer programs; (2) 55% attended MCCC to prepare for a new or first career, 28% to complete courses for transfer credit, and 13% to improve job skills; (3) at the time of the survey, 80% of the respondents were employed, with 74% working in positions directly or somewhat related to their program of study; (4) 67% of the working graduates were employed in Mercer County; (5) 49% of the respondents had continued their education in another degree-granting program; (6) 28% were both employed and continuing their education; (7) 70% of those working in a field directly related to their program of study indicated that their MCCC training was very or extremely useful to them in their job; (8) 96% of the respondents indicated they would recommend MCCC to others; and (9) 49% offered suggestions for improving MCCC, primarily in the areas of registration, course offerings, advisement, job placement, and student activities. The survey instrument is appended. (Author/LAL)

ED 241 102
Aegerter, Julia

JC 840 126

Four Years Later: Class of 1978. Technical Report 83-06.

Mercer County Community Coll., Trenton, NJ. Office of Institutional Research.

Pub Date—Jan 83

Note—36p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Graduates, *College Transfer Students, Community Colleges, Educational Attainment, Education Work Relationship, *Employment Patterns, Followup Studies, Graduate Surveys, Outcomes of Education, Participant Satisfaction, Questionnaires, Student Characteristics, Two Year Colleges

In summer 1982, a study was conducted at Mercer County Community College (MCCC) to obtain data on the employment status, educational activities, and opinions about the college of 1978 MCCC graduates. Questionnaires mailed to 601 graduates yielded an overall response rate of 41%. Study findings included the following: (1) 61% of the respondents graduated from career programs and 39% from transfer programs; (2) 50% were female and 46% were male (4% left the question blank); (3) Caucasians represented 89% of the respondents, Blacks 8%, American Indians 1%, and Hispanics and Asians .5% each; (4) 89% were employed either full- or part-time, as compared to 90% of the respondents to a survey of 1977 graduates; (5) 59% of the employed graduates were working in Mercer County; (6) the mean annual salary for the graduates was \$16,000; (7) 61% of the transfer program graduates and 83% of the career program graduates were in jobs related to their MCCC programs; (8) 62% had continued their education and 31% had obtained bachelor's degrees; (9) 50% of the graduates of career programs had continued their education; and (10) 84% of the respondents would recommend their academic program to others. The survey instrument is appended. (LAL)

ED 241 103
McMaster, Anne

JC 840 127

Profile of Entering Students: A Comparison of New Full-Time Students, Fall, 1980, 1981 and 1982. Technical Report 83-07.

Mercer County Community Coll., Trenton, NJ. Office of Institutional Research.

Pub Date—Mar 83

Note—29p.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Choice, College Freshmen, Community Colleges, *Enrollment Trends, Full Time Students, Longitudinal Studies, Majors (Students), *Student Characteristics, *Student Educational Objectives, Student Needs, Two Year Colleges, *Two Year College Students

A study was conducted to analyze and compare groups of full-time students entering Mercer County Community College (MCCC) in fall 1980, 1981, and 1982 to identify any longitudinal differences, similarities or trends among them. Information derived from MCCC's student database and student responses to the Basic Skills Placement Test (BSPT) Student Biographic Questionnaire provided a profile of sources of students; student characteristics;

and students' reasons for choosing MCCC, needs for services, and goals and plans. Study findings included the following: (1) the number of new full-time students decreased from 1,434 in fall 1980 to 1,370 in fall 1981 and then increased to 1,392 in fall 1982; (2) over the 3-year period, patterns of residence for new entering students shifted, with an increasing percentage entering from locations within Mercer County; (3) the 1980 and 1981 groups were composed of 50% males, while the 1982 group had 52% males; (4) there were more younger students represented in 1981 and 1982 than in 1980; (5) the educational level of the students' parents had risen over the 3 years, as had the students' aspirations for their own educational attainment; (6) the BSPT performance of the 1982 group was below that of the previous groups; and (7) more students had immediate plans to work full-time after leaving MCCC, while less were planning to work while attending school. The Student Biographic Questionnaire is appended. (Author/LAL)

ED 241 104
McMaster, Anne

JC 840 128

Student Enrollment Patterns, 1978-1983. Technical Report 84-01.

Mercer County Community Coll., Trenton, NJ. Office of Institutional Research.

Pub Date—Jul 83

Note—59p.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Persistence, College Graduates, Community Colleges, *Dropout Rate, *Enrollment Trends, *Full Time Students, Longitudinal Studies, *Part Time Students, Student Attrition, Student Educational Objectives, Two Year Colleges, *Two Year College Students

A study was conducted at Mercer County Community College (MCCC) to analyze student enrollment according to patterns of graduation, readmittance, and persistence. The years 1978 through 1983 were studied, and comparisons were made for both full- and part-time entrants over 6 consecutive semesters. Non-return rates and changes in program type after 1 semester were examined for 3 consecutive years (i.e., 1980-81, 1981-82, and 1982-83). Study findings included the following: (1) the 1-semester return rate for entering full-time students rose from 78% in fall 1978 to 83% in fall 1982; (2) spring entrants were less likely to return for the fall semester, with return rates ranging from 54% to 57%; (3) the percentage of students who switched from part-time to full-time status increased from 10% in fall 1978 to 15% in fall 1982; (4) the overall full-time student non-return rate declined from 21% among fall 1980 entrants to 17% for the fall 1982 entering cohort; (5) part-time student persistence remained relatively stable across all semesters in spite of a steady increase in part-time enrollment; (6) graduation rates were highest among full-time fall entrants after 4 semesters of attendance; (7) in general, graduation rates were higher for fall than for spring entrants even after 6 semesters of attendance; and (8) the largest decline in non-return rates for full-time students occurred in MCCC's certificate program. (Author/LAL)

ED 241 105
McMaster, Anne

JC 840 129

1983 Graduates: A Survey of Immediate Plans. Technical Report 84-02.

Mercer County Community Coll., Trenton, NJ. Office of Institutional Research.

Pub Date—Sep 83

Note—29p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Graduates, *College Transfer Students, Community Colleges, Education Work Relationship, *Employment Patterns, *Participant Satisfaction, *Planning, Two Year Colleges, *Two Year College Students

A survey of graduating students' immediate plans is conducted annually at Mercer County Community College (MCCC) to meet needs such as compliance with truth in advertising requirements for educational recruitment, accreditation reviews, and faculty and staff advisement. In 1983, questionnaires mailed to 734 potential graduates yielded a 79% response rate. Survey results included the following: (1) 77% of the respondents reported plans

for employment, 57% intended to continue their education, and 44% planned to pursue a combination of education and employment; (2) these percentages were almost identical to the figures for 1982 survey respondents; (3) 89% of those planning to continue their education would do so in a field related to their MCCC program of study; (4) 79% expressed satisfaction with the programs they completed at MCCC; (5) 78% of those planning to continue their education intended to attend an in-state college; and (6) 76% of those planning to work expected to have a job related to their program of study and 66% planned to work in Mercer County. The survey instrument is appended. (Author/LAL)

ED 241 106

JC 840 130

McMaster, Anne

Course Completion Rates: Volume and Efficiency Measures, and Grade Distributions, 1982-1983. Technical Report 84-03.

Mercer County Community Coll., Trenton, NJ. Office of Institutional Research.

Pub Date—Sep 83

Note—63p.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Persistence, Community Colleges, *Courses, *Enrollment Trends, *Grades (Scholastic), Longitudinal Studies, Statistical Data, *Student Attrition, Two Year Colleges

Available statistical data on student completion of courses at Mercer County Community College (MCCC) were compiled and analyzed for the 2-year period, summer 1981 to spring 1982, and summer 1982 to spring 1983. Two different measures of student enrollment were used: volume measures such as student headcount enrollment, student credit hours generated, passed credit hours, student credit hours that did not result in successful grades, and student credit hours taken for audit purposes; and success indicators such as completion ratios and grade distributions. Study findings included the following: (1) the collegewide course completion rate increased from 74% in 1981-82 to 75% in 1982-83; (2) day students had higher completion rates than evening students; (3) all divisions except the Technology Division exhibited increases in completion rates, with the Humanities and Telecommunications Divisions having the highest increase; (4) overall, there was an increase of A and B grades and a decrease in D and F grades, with the grade point average rising 6% from 2.43 in 1981-82 to 2.49 in 1982-83. The study report provides data on course completion rates by campus, semester, and division; course volume; student success; and grade distribution by division, course discipline, and course. (Author/LAL)

ED 241 107

JC 840 131

Part-Time Faculty Handbook. Revised Edition.

Hagerstown Junior Coll., Md.

Pub Date—Jan 84

Note—44p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrative Policy, Community Colleges, Faculty Handbooks, *Institutional Characteristics, Part Time Faculty, *Student Personnel Services, *Teacher Orientation, Two Year Colleges

Designed as a reference and general guide for part-time faculty at Hagerstown Junior College, this handbook provides information and sample forms concerning the college's policies, procedures, and services. The handbook presents the following topics, organized alphabetically (asterisks (*) indicate the presence of relevant forms): audio-visual aids and requests; audit procedures; basis for awarded credit; campus visitors; class admission; class attendance; class length; class scheduling; class assignment; clerical services center; closed classes; conference areas; copyright; counseling services; course outlines, goals, and objectives; course records; credit by examination; custodial services; the dean's list; emergency procedures; employment policy; equal opportunity employment resolution; evening administrator duty; examinations; faculty absence from class; faculty evaluation by supervisors and students; field trips; fire drills; grade appeal procedures; grade changes; grading system and reporting; identification card; inclement weather procedures; independent study; the instructional clinic; keys; library resources; lost and found; mail; mileage reimbursement; off-campus centers; parking; personnel folders; professional and

ethical responsibility; salary; security; smoking regulations; special studies; student conduct; student financial aid; the student handbook; student placement; student records; the switchboard; telephone service; textbook desk copies and materials of instruction; textbook selection procedures; the campus bulletin, "The Hawk"; tutorial services; use of resource persons; and withdrawals. (LAL)

ED 241 108

JC 840 132

Moore, George

Curriculum Articulation with Secondary Institutions.

Pub Date—2 Apr 84

Note—12p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (64th, Washington, DC, April 1-4, 1984).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Articulation (Education), College School Cooperation, Community Colleges, *Cooperative Programs, *Data Processing, High Schools, Program Descriptions, *Program Development, Two Year Colleges, *Vocational Education

Identifiers—*Chemeketa Community College OR Each year, Chemeketa Community College (CCC) hosts a meeting of secondary school and college administrators to discuss articulation issues affecting high school students, to develop procedures for increasing the smooth transfer of secondary students to the college, and to pursue projects of mutual benefit. An outgrowth of the spring 1981 articulation meeting was the development of the Cooperative Vocational Education Project, which involved CCC and the North Marion School District in an effort to share resources, expertise, and costs in a pilot data processing program. The project involved the following steps: (1) establishing a planning task force; (2) identifying the project's mission, goals, and objectives; (3) planning the curriculum; and (4) implementing the curriculum. Several advantages have accrued from the joint project. Most importantly, high school students have access and the opportunity to learn new vocational skills, have the option to receive high school and college credit for the courses and the flexibility to apply the knowledge and skills to either vocational or academic goals, and have the opportunity to receive current, up-to-date instruction in data processing using the expertise of college faculty. Another benefit, from the tax-payers' perspective, is that costs are reduced as there is no duplication of programs and resources. A final benefit is the positive constructive relationship fostered between the high school and college. (LAL)

ED 241 109

JC 840 133

Einstoss, Esther

Fundamentals of Nursing Science: Units 1 through 8.

Pub Date—84

Note—27p.; Graduate seminar paper, University of California, Los Angeles.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, *Course Content, Course Descriptions, *Course Objectives, *Nursing, *Nursing Education, Two Year Colleges

A description is provided of "Fundamentals of Nursing," a two-year college course designed to introduce nursing students to the basic principles of patient care. First, information is presented on the place of the course in the nursing curriculum, in-class time allotments, and course prerequisites. A section on course content includes a statement of major course goals, a list of unit titles, and presentations of short- and long-range course objectives. Materials of instruction used in the course are outlined prior to descriptions of each of the following eight units: management of the environment, body mechanics, vital signs, care of the mouth, care of the skin, oral medication, parenteral medication, and bowel elimination. Each unit description identifies goals, objectives, required readings, and required audiovisuals. Finally, a section on evaluation presents the grading system for the course, procedures for course revision, and estimates of student attrition and student success in passing the state boards. (LAL)

ED 241 110

JC 840 134

Lane, Cheryl

Nursing 286: Preparing for the California State Boards-A Review Course for Registered Nurse Graduates.

Pub Date—Mar 84

Note—18p.; Graduate seminar paper, University of California, Los Angeles.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Course Content, Course Descriptions, *Course Objectives, *Nursing, *Nursing Education, *Student Certification, *Test Coaching, Two Year Colleges

A description is provided of a two-year college course designed to prepare graduates from accredited nursing programs to take the California State Board Examinations. A course rationale, information on the curricular placement of the course and the targeted student population, and a glossary of terms are presented first. A description of the long-range objectives of the course (e.g., 80% success rate for students taking the State Boards and 80% employment rate in a nursing-related capacity) is followed by a list of instructional materials, including the required and recommended texts and audiovisual materials. Next, the following course units are described: (1) medical nursing; (2) surgical nursing; (3) obstetrical and gynecological nursing; (4) pediatric nursing; (5) psychiatric nursing; (6) ethical and legal issues in nursing; and (7) life-support techniques. Each unit description includes a short rationale for the unit, statements of goals and related objectives, a description of planned activities, and sample test items. Finally, a section on evaluation outlines the course grading scheme, procedures for course revision, and estimates of the number of students who will achieve the course's objectives and provisions for those students who do not. (LAL)

ED 241 111

JC 840 135

Kane, James J.

Nursing 433: Uncomplicated Grief and Bereavement.

Pub Date—84

Note—21p.; Graduate seminar paper, University of California, Los Angeles.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Course Content, Course Descriptions, *Course Objectives, *Grief, Higher Education, *Nursing Education, *Psychological Patterns

A description is provided of "Uncomplicated Grief and Bereavement," a course designed to provide the graduate nursing student with the assessment, diagnosis, planning, intervention, and evaluation skills required to facilitate a normal bereavement outcome among persons experiencing the loss of a significant other. The course description first outlines course philosophy, allotment of class time, target student populations, and anticipated student dropout rate. A course glossary defines the terms "anticipatory grief," "bereavement," "cognitive therapy," "crisis intervention," "grief," and "loss." The next section outlines major course goals related to the counseling of grieving and bereaved clients and identifying individuals at risk for complicated bereavement, and discusses long-range course objectives. A listing of course materials, including texts, general references, and media center materials, is followed by descriptions of the following course units: (1) characteristics of grief and bereavement; (2) precipitants to grief reaction; (3) bio-psycho-social factors affecting bereavement outcomes; and (4) facilitating uncomplicated bereavement outcomes. Each unit description contains an overview of the topic, and lists goals, objectives, sample test items, and readings. Finally, course grading, procedures for course revision, and expectations of students are discussed. (LAL)

ED 241 112

JC 840 137

Kasper, Jean W.

Allied Health 100: Growth and Development for Allied Health Majors.

Pub Date—14 Mar 84

Note—40p.; Graduate seminar paper, University of California, Los Angeles.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Allied Health Occupations Education, *Child Development, *Course Content, Course Descriptions, *Course Objectives, Developmental Stages, Grading, *Nursing Education, Two Year Colleges

A description is provided of "Growth and Development," an overview course for two-year college allied health majors which outlines the processes through which the infant, young child, and adolescent mature physically, socially, and emotionally.

First, the course description presents the goals and emphases of the course, curricular placement information, in-class time allotments, the student population served, a course overview, grading procedures, and child observation dates. The following sections present a glossary of terms, information on the rationale for and goals and objectives of the course, an overview of course units, and listings of instructional materials, including texts and audiovisual materials. Next, the five units of instruction are presented: (1) infancy (birth to 1 year); (2) toddler (1 to 3 years); (3) pre-school (4 to 5 years); (4) school age (6 to 12 years); and (5) adolescence (12 to 18 years). Each unit description includes an overview of the topic, goals and objectives for each week's activities, learning activities, and sample test items. Finally, evaluation procedures are discussed, covering the grading scheme for students, procedures for course revision, estimates of the numbers of students who will achieve course objectives, and provisions for students who fail to meet course levels. (HB)

ED 241 113

JC 840 138

Brady, Margaret A.

Pediatric Nurse Practitioner Program: Theories for Extended Pediatric Nursing Practice.

Pub Date—14 Mar 84

Note—26p.; Graduate seminar paper, University of California, Los Angeles.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Child Development, *Course Content, Course Descriptions, *Course Objectives, Higher Education, *Nursing Education, *Pediatrics

A description is provided of "Theories for Extended Pediatric Nursing Practice," a required course for pediatric and family nurse practitioner students in a California state university program. The course description presents information on the curricular placement of the course, prerequisites, in-class time allotments, and the focus of the course on selected theories and concepts from the natural and social sciences applicable to the role of nursing practitioners. Next, the course content is considered in terms of end-of-course and long-range goals and objectives, the units of instruction, and course materials, including required texts, a bibliography of additional readings, and audiovisual materials. Then, descriptions are presented of the 12 course units: (1) assessment of the newborn; (2) advanced concepts in growth and development (0-6 years); (3) advanced concepts in growth and development (7-18 years); (4) immunization principles; (5) accidents and environmental safety; (6) speech and language assessment; (7) nutrition and feeding patterns; (8) laboratory procedures; (9) pediatric pharmacology; (10) common pediatric dermatologic problems; (11) common pediatric ear, nose, and throat problems; and (12) common ophthalmologic problems. Each unit description provides an overview of the topic, specifies goals and objectives, and identifies reading and audiovisual assignments. Finally, course and student evaluation procedures are discussed. (HB)

ED 241 114

JC 840 139

Dodgson, Joan E.

Intrapartum Perinatology: A Nursing Perspective, Nursing 300.

Pub Date—14 Mar 84

Note—36p.; Graduate seminar paper, University of California, Los Angeles.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Birth, *Course Content, Course Descriptions, *Course Objectives, Higher Education, *Nursing Education

Identifiers—*Intrapartum Perinatology

A description is presented of "Intrapartum Perinatology," an undergraduate nursing course which focuses on the various functions and responsibilities of nurses during the labor and birth processes. First, a course description is provided which includes the criteria for students taking the course and assignments of time for lecture and discussion. Next, the major goals and long-range objectives of the course are highlighted. The following sections present the required and recommended readings for the course, a bibliography, and a list of audiovisual materials. Next, the seven units of the course are

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described: (1) the intrapartum environment; (2) assessment of the intrapartum patient; (3) the normal labor process; (4) immediate neonatal care; (5) obstetrical complications; (6) perinatal emergencies; and (7) intrapartum management of existing medical problems. Each unit description includes an overview of the topic, a specification of goals and objectives, sample test items, and planned activities and readings. Finally, methods of course, instructor, and student evaluation are outlined. (HB)

ED 241 115 JC 840 808

Presley, Horton

Principles of Music and Painting.

Pub Date—83

Note—94p.; The appendix of the original document was missing and has not been reproduced here.

Pub Type—Guides - Classroom - Teacher (052) —

Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Art Activities, *Art Appreciation, Art Education, *Fine Arts, Instructional Materials, *Introductory Courses, Music Activities, *Music Appreciation, *Nonmajors, *Painting (Visual Arts), Textbooks, Two Year Colleges

Identifiers—PF Project

This text consists of a series of classroom handouts created over a two-year period as a supplement to the text used in a junior college music and visual arts appreciation course. These materials are designed to be presented in a one-quarter course in fine arts appreciation for nonmajors who are unlikely to take further courses in either music or painting. Chapters cover the following: (1) an introduction to fine arts appreciation; (2) an introduction to music; (3) the basic fundamentals of music, harmony, and musical form; (4) the meaning and interpretation of music; (5) an introduction to painting; (6) the basics on the use of line, color, texture, form, space, and balance in painting; (7) the major types of media in which art work is executed; (8) the general intention and meaning of paintings; and (9) the unity and diversity of music and painting. Questions for study or for review appear at the end of each chapter. Instructions for student fine arts projects and fine arts term papers are given along with forms to describe the student's plans, for approval by the instructor. A 61-item bibliography on art and music is also included. (JW)

ED 241 116 JC 840 809

Duncan, Elaine

Dealing with Diversity.

Pub Date—83

Note—6p.; Paper presented at the National Conference on Teaching Excellence (Austin, TX, 1983).

Pub Type—Speeches/Meeting Papers (150) —

Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Adults, Age Differences, Age Groups, Community Colleges, *Communications, *Developmental Studies Programs, Individual Differences, Individual Needs, Positive Reinforcement, Program Descriptions, *Reading Improvement, Reading Skills, *Study Skills, Time Management, Transfer of Training, Two Year Colleges

Identifiers—Diversity (Student), PF Project

Diversity is welcomed at the Jefferson Davis Campus, Mississippi Gulf Coast Junior College, where the commuting students include teenagers, retired military personnel, displaced homemakers, the foreign-born, blacks, the full-time employed, and senior citizens. The students are counseled to take a reading and study skills class if their reading test scores indicate a need in the areas of comprehension, speed, interpretation, or study skills. In the first weeks, the objective is to improve the student's self-image along with improvement of reading skills, mathematics skills, or language arts. Activities are planned for adult students which are compatible with their goals and their backgrounds. The instructor of the reading and study skills class emphasizes time use and time organization. In the developmental studies programs, "educationese" is interpreted for divergent populations on a one-to-one basis or in small group sessions. All students are given written competencies for the class, and the order of presentation is determined by the need of the students. The instructor requires that the students give weekly oral and written reports on news items of interest to them and gives the students activities that make direct application of skills to other courses or to life needs. (EM)

ED 241 117 JC 840 810

Svinicki, Marilla Koch, Bill

The Great Essay/Multiple Choice Debate: Different Strokes for Different Folks.

Pub Date—3 Feb 84

Note—4p.; From the "Center for Teaching Effectiveness Newsletter," v5 n2 Nov 1983.

Journal Cit—Innovation Abstracts; v6 n3 Feb 3

1984

Pub Type—Collected Works - Serials (022) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Comparative Analysis, *Essay Tests, *Multiple Choice Tests, *Test Format, Testing, Test Selection, *Test Theory

Identifiers—PF Project

The decision of whether to use essay tests or multiple choice tests depends on several qualifiers related to the different characteristics of the tests and the needs of the situation. The most important qualifier involves matching the type of test to the instructional objectives being tested, with multiple choice tests being used to measure a grasp of basic facts and essay tests being used to measure the ability to communicate facts concisely. Theoretical differences between the tests include: level of cognitive processing and memory required; testing time spent on thinking versus production; sensitivity to specific learning; level of cognitive complexity which is measured; confounded results caused by student ability in communication skills; and student preparation. Technical differences include range of course content which can be tested; test reliability; and capability of analyzing test items for improvement purposes. Two practical considerations are the time involved in producing, administering, and grading the test and the potential for cheating and guessing. It is important to consider using a variety of evaluation vehicles so that students who are stronger in one response type than another will have equal opportunities to perform well. (DC)

ED 241 118 JC 840 811

Mitchell, Vicki L.

Parley with the Past: Creative Alternative to Lecture.

Pub Date—10 Feb 84

Note—4p.

Journal Cit—Innovation Abstracts; v6 n4 Feb 10

1984

Pub Type—Collected Works - Serials (022) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acting, Art Education, *Art History, *Artists, *Characterization, Community Colleges, *Creative Teaching, *Instructional Innovation, Introductory Courses, Lecture Method, Student Motivation, Teaching Methods, Two Year Colleges

Identifiers—PF Project

While researching the lives of well-known artists for a new unit in an art survey course, the instructor developed the idea of dressing in costume and presenting their lives in the first person. The primary goal of each lecture is to provide memorable information about the artist; a secondary goal is to integrate the social and political climate of the era. The enactments take the first part of the class period; the remainder is used to present examples of the artist's work and to distribute an outline of the lecture content. Evaluations suggest that the unusual presentations have significantly improved student retention. While this strategy is particularly useful in an art class, it is obvious that it also would be effective in other fields of study. The costume seems to be a key; this adds flavor to the lecture even if the instructor does not wish to present first-person characterizations. Props, sound effects, music, lights, and makeup would also add to the characterization. Not only do these one-person mini-dramas give the students and instructor a break from traditional lecture techniques, they give students an unforgettable acquaintance with the abstract personalities in their reading material. (DC)

ED 241 119 JC 840 812

International Dimensions in Community College Education.

Pub Date—24 Feb 84

Note—4p.; For further information, contact Ms. Manon Spitzer, UFS1, Box 150, Hanover, NH 03755.

Journal Cit—Innovation Abstracts; v6 n6 Feb 24

1984

Pub Type—Collected Works - Serials (022) —

Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, Conferences, Cooperative Programs, *Curriculum Development, *Faculty Development, *Global Approach, Institutes (Training Programs), *International Studies, Program Descriptions, Two Year Colleges, Workshops

Identifiers—PF Project, *Universities Field Staff

International

A cooperative project between community colleges in the Northeast and the Universities Field Staff International (UFSI) which sought to add an international dimension to existing community college curricula is described. Two objectives of the project are listed: to broaden faculty and administrative interest and skills in international studies; and to develop modular curriculum units for use in existing courses in liberal arts, business, and health and allied sciences. Topics covered in this project description include: (1) background on UFSI; (2) goals of the project; (3) project activities including two one-day conferences, two one-day workshops which focused on specific international issues, a five-day summer institute for faculty development, and the development of learning modules; and (4) benefits of the project for community college education. (DC)

PS

ED 241 120 PS 013 670

FALS: Parent Activities for Learning Basic Skills.

South Carolina State Dept. of Education, Columbia. Pub Date—Jun 79

Note—212p.; Prepared by the Basic Skills Task Force

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Arithmetic, *Basic Skills, Educational Games, Elementary School Mathematics, *Homework, *Language Arts, Learning Activities, Learning Readiness, *Mathematics Skills, *Parent Participation, Parent Role, Parent School Relationship, Parent Student Relationship, Primary Education, Reading Readiness, *Reading Skills, Reinforcement

Identifiers—*PF Project

Developed for K-3 teachers to send home with their students, this collection of learning activities and games is offered to help reinforce students' language arts and mathematics skills and to enhance parental involvement. Suggestions to the teacher include sending home only those pages containing activities for skills currently being studied and those for which each child needs reinforcement. The format for most of the activities includes skill, materials needed, procedure, variation, source, extension, and/or follow-up. Some of the skills developed by the 47 language arts activities are vocabulary, comprehension, locating words, spelling, punctuation, vowel sounds, consonant sounds, sight words, auditory perception, self-concept, motor skills, visual discrimination, memory, recognition of colors, left-to-right progression, and visual perception. Some of the skills developed by the 47 mathematics activities include recognition of numbers, sequence of numbers, counting objects, writing numerals, following directions, place value, adding, subtracting, problem solving, recognizing geometric shapes, money, time, and fractions. A sample evaluation form for parents, to be sent home with each activity page, is provided as is a resource list of reading and mathematics books, journals, activity kits, and games. (EM)

ED 241 121 PS 013 676

Constructing Educational Activities. The Best of

BES - Basic Educational Skills Materials.

Wichita Public Schools, Kans.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Pub Date—82

Note—58p.; Prepared by the Basic Educational Skills Project, a collaborative effort between Wichita Head Start and Wichita Public Schools.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Basic Skills, *Display Aids, Educational Games, Elementary Education, Enrichment Activities, Instructional Materials, Learning Activities, *Material Development, Mathematics Skills, Puzzles, Reading Skills, *Student Developed Materials, *Teacher Developed Materials, Visual Aids

Identifiers—*PF Project

Designed to help parents and staff members construct educational materials for elementary school students, the document presents over 60 learning activities representing a broad spectrum of skill areas and levels. Several construction tips are followed by a list of materials frequently used in constructing educational activities. Activity descriptions include information about the skill being reinforced, necessary materials, directions for using the activity, and sources of additional information. Each activity is accompanied by an illustration of the completed activity, an activity number, and cross-referencing information. Skills include spelling, vocabulary, alphabetizing, addition, subtraction, multiplication, division, problem solving, oral language, number comparison, visual discrimination, sequencing, reading comprehension, creative writing, identification of prefixes and suffixes, understanding place value, and using reference materials. A list of teacher resources concludes the document. (LH)

ED 241 122 PS 013 683

Lundin, Janet, Ed. Smith, Theodore, Ed.

Making Mealtime a Happy Time for Preschoolers:

A Guide for Teachers. 1982 Edition.

California State Dept. of Education, Sacramento.

Pub Date—83

Note—19p.

Available from—Bureau of Publications, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 (\$7.50 for 10 copies, plus sales tax for California residents).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Child Caregivers, Child Development Specialists, Childhood Attitudes, *Day Care Centers, Dining Facilities, *Eating Habits, *Food, Guidelines, *Nutrition, *Preschool Children, Preschool Education, *Teacher Role

Identifiers—*PF Project

Practical suggestions for improving the mealtime environment in child care centers are provided for child development personnel. Nine factors to ensure a successful mealtime environment are given along with suggestions for introducing new foods and for encouraging independence and socialization during mealtime. A section dealing with special circumstances such as slow eaters, obese children, allergies, and special diets is followed by ways to encourage children to participate in many aspects of the meal including planning the menu, growing the food, preparing the food, decorating and setting the table, and cleaning up. It is recommended that a statement of nutrition philosophy for a child care center be formulated. (A sample philosophy statement is included.) (JH)

ED 241 123 PS 013 696

Recommended Procedures for Handling Emergency Illnesses and Accidents at School.

North Dakota State Dept. of Health, Bismarck.

Pub Date—[83]

Note—19p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accidents, Elementary Secondary Education, *First Aid, Guidelines, *Injuries, *Methods, School Policy, *School Responsibility, School Role

Identifiers—*Emergencies, PF Project

Recommended procedures for handling emergency illnesses and accidents are provided in this guide for school personnel prepared by the North Dakota State Department of Health. Following five general recommendations for steps to take in emergency situations, advice and techniques are given for handling: nose bleeds; abdominal pain; toothaches and broken teeth; cuts, abrasions, and lacerations; headaches and head injuries; convulsions; foreign bodies in ears, nose, and throat; bites by animals, snakes, or insects; eye injuries; frostbite; burns; bleeding; loss of consciousness and shock; and broken bones and suspected spinal injuries. A list of necessary health room equipment and first aid supplies is included. A page of general recommendations covers the administrative procedures and policies schools should develop for emergencies. A page on which to record emergency telephone numbers concludes this guide. (JH)

ED 241 124 PS 013 838

Canisler, Dot
The Home Stretch.

Chapel Hill Training-Outreach Project, N.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Children's Bureau (DHEW), Washington, D.C.

Report No.—ISBN-0-88076-029-X

Pub Date—82

Note—92p.; For related document, see PS 014 071.

Available from—Kaplan Press, 600 Jonestown Road, Winston-Salem, NC 27103 (\$9.95, plus \$2.25 shipping).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Activity Units, Children's Literature, *Concept Formation, *Curriculum Enrichment, *Experiential Learning, Family Environment, *Home Study, Instructional Materials, Learning Activities, *Parent Participation, Preschool Children, *Preschool Education

Identifiers—*Parent as a Teacher

Originally conceived as an adjunct to the publication "A Planning Guide to the Preschool Curriculum," this home activities guide can be used by any parent of a young child. The guide consists of 44 units (each centered on a specific concept) designed to provide a variety of cognitive, sensory, and motor experiences. Most of the home activities require parent participation and have been chosen to enhance parent/child interaction as well as the child's skills. Typical of the activities included are "Body Parts," "Buildings," "Autumn," "Pets," "Winter Holidays," "Kitchen," and "Things We Do." A short list of related children's books has been appended to each of the units. In loose-leaf format, most units are compact enough to permit duplication for distribution to parents. Activities require items commonly found in most homes. (RH)

ED 241 125 PS 013 882

Saraswathi, T. S. Ed.

Human Development, Marriage and Family Relations, Volume I: Compendium of Researches-1963-1981.

Maharaja Sayajirao Univ. of Baroda (India).

Pub Date—Dec 82

Note—165p.

Available from—The Manager, University Publications Sales Unit, M. S. University of Baroda Press (Sadhana Press), Near Palace Gate, Palace Road, Baroda-390 001.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Abstracts, Adjustment (to Environment), Adolescents, Child Rearing, Children, *Cognitive Development, Ecological Factors, *Family Relationship, Foreign Countries, *Marriage, Masters Theses, *Physical Development, Poverty, Research Methodology, *Socialization, Tribes

Identifiers—India, Maharaja Sayajirao University of Baroda (India)

Provided in this document are detailed abstracts of studies in the areas of human development, and marriage and family relations. Studies were completed in the Department of Child Development of the Faculty of Home Science, M. S. University of Baroda, India. The first section, on human development, describes studies of physical, motor, and mental development; cognition and moral development; socialization and personality in childhood and adolescence; and assessment measures. The second section, on marriage and family relations, summarizes studies concerning preparation for marriage; adjustment in marriage and family relations; development of a resource materials kit for a course on marriage; childrearing practices and education for mothercraft; and understanding of children and families in the ecological settings of tribes and the urban poor. Appendices list studies abstracted for the volume and publications based on the reported investigations. (RH)

ED 241 126 PS 013 965

Seaberg, James R. And Others

A Baseline Evaluation Procedure for Federal Standards on the Prevention, Identification and Treatment of Child Abuse and Neglect. Volume I: Development, Field Testing and Recommended Procedure. Volume II: State of Washington Field Test.

Washington Univ., Seattle. Center for Social Welfare Research.

Spons Agency—National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Pub Date—Sep 77

Grant—90-C-430

Note—853p.

Pub Type—Reports - Research (143)

EDRS Price - MF05/PC35 Plus Postage.

Descriptors—Child Abuse, *Child Neglect, Data, *Evaluation Methods, Federal Regulation, Field Tests, *Program Evaluation, Records (Forms), Research Problems, Standards, *State Programs Identifiers—Federal Standards, *Federal State Program Congruity, *Washington

The National Center on Child Abuse and Neglect funded a project to develop and field-test an evaluation procedure that could be used by interested states or communities to determine the extent of congruity between (1) their provisions for responding to the problems of child abuse and neglect, and (2) provisions prescribed in the Federal Standards on the Prevention, Identification, and Treatment of Child Abuse and Neglect. Assuming the reader's familiarity with the 1976 federal standards, volume 1 of this evaluation report describes project objectives, methodology, and field-testing; presents a recommended Baseline Evaluation Procedure (BEP); and includes two papers elaborating evaluation issues emerging during the course of the research. Issue papers are entitled "Evaluation of Broad-Scale Service Networks" and "Problems of Estimating Service Accessibility." Also assuming familiarity with the standards, volume 2 presents results of a test application of the BEP in Washington State. Aspects of the standards pertaining to local areas were tested in three counties chosen to represent population variation from the largest to the smallest. For each of the 525 items of the standards, information on the following questions was sought: (1) Was the state of local provision consistent with the standards? (2) If not, in what way did it vary? (3) Were there plans to change current provisions? and (4) What problems would have to be dealt with successfully in order to accomplish the planned changes? The data are presented both in an evaluation summary format for each section of the standards and in their raw form. (RH)

ED 241 127 PS 014 071

Sanford, Anne R. And Others

A Planning Guide to the Preschool Curriculum: The Child, The Process, The Day. Revised Edition.

Chapel Hill Training-Outreach Project, N.C.

Pub Date—74

Note—567p.; For related document, see PS 013 838.

Available from—Kaplan Press, P.O. Box 5128, Winston-Salem, NC 27113-5128 (\$29.95).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC23 Plus Postage.

Descriptors—Art Activities, *Basic Skills, *Curriculum Development, Educational Resources, Home Study, Language Arts, *Learning Activities, *Lesson Plans, Motor Development, Positive Reinforcement, *Preschool Curriculum, Preschool Education, Sensory Training, Skill Development, Social Development, Task Analysis, Teaching Guides

The major part of this preschool curriculum planning guide consists of 44 units focusing on six areas of skill development: fine motor, gross motor, social, self-help, language, and cognitive. Introducing the units are brief discussions of the curriculum in general and the unit approach to instruction. Most units include approximately five lessons, each lesson having two basic parts: the unit group lesson and other activities in the curriculum. Unit group lessons incorporate a hierarchy of basic skills ranging from oral language and discrimination responses to abstract reasoning. Other activities in the curriculum include procedures associated with music, art, snacks, games, fine motor development, storytelling, gross motor development, cognitive skills, enrichment, field trips, and visitors. Instructional resources such as children's records and books and parenting materials are listed at the end of each unit.

Appendix 1 provides examples illustrating preparation of instructional objectives, task analysis in the preschool and for the handicapped, and error-free learning techniques such as positive reinforcement. Appendix 2 describes figure-ground discrimination and path tracing tasks, the use of cue sheets for matching tasks, art activities for young children, and home follow-up activities. A form for charting accomplishments of children performing unit activities is provided in appendix 3. (RH)

ED 241 128 PS 014 088

Grant, James P.

The State of the World's Children, 1984.

United Nations Children's Fund, New York, N.Y.

Pub Date—84

Note—47p.

Available from—Oxford University Press, Inc., 200 Madison Avenue, New York, NY 10016 (Hardcover, \$19.95; Paperback, \$6.95).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Children, *Developing Nations, Educational Needs, Foreign Countries, Health Needs, *Health Programs, *Infant Mortality, Intervention, *Preventive Medicine, *Primary Health Care, Program Descriptions

Identifiers—Bangladesh, Barbados, Brazil, China, Colombia, Egypt, Ethiopia, Guatemala, Honduras, Indonesia, Malawi, Nepal, Nicaragua, Papua New Guinea, Philippines, UNICEF

Breakthroughs in science and social organization could soon be helping to save the lives of half the 40,000 young children who now die every day. They could also prevent several million children a year from becoming mentally or physically disabled. To achieve these goals, local successes showing that a child health revolution is possible must be translated into intensive national campaigns. The challenge is now primarily political rather than technical or financial. Primary health care makes such a revolution possible; education, communication, and social organization make it practicable. Growth monitoring, oral rehydration therapy, the promotion of breast-feeding, and expanded immunization are the four techniques making this revolution affordable even in the midst of economic recession. These techniques are low cost, presently available, and almost universally relevant; in addition, they achieve rapid results and empower those they serve. Three additional but more difficult and costly interventions that could reduce child deaths and child disabilities by two-thirds within 10 or 15 years involve (1) more food for at-risk women and children during pregnancy, breast-feeding, and weaning; (2) more choice for women regarding both the size of their families and the interval between births; and (3) more education to increase women's access to vital information. (Included are brief descriptions of successes and problems of health programs in 15 countries.) (RH)

ED 241 129

PS 014 101

Gray, Sandra T.

Partnerships in Education. A Statement Prepared

For: Education, Employment and Training Committee, Chamber of Commerce of the United States.

National School Volunteer Program, Inc., Alexandria, Va.

Pub Date—[83]

Note—20p.

Pub Type—Opinion Papers (120)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cooperative Programs, Elementary Secondary Education, Leadership Qualities, Program Descriptions, *Program Effectiveness, *School Business Relationship, *School Community Relationship, Sociocultural Patterns, *Volunteers

Identifiers—*National School Volunteer Program

Introductory material provided in this document states the mission of the National School Volunteer Program (NSVP), lists background trends related to community/school partnerships in education, and offers reasons for increasing the role of volunteers in schools. Subsequent material provides examples of programs based on cooperation and interaction between business and schools. Programs specifically described include (1) corporate involvement in Houston public schools; (2) a summer intern program for teachers in San Francisco; (3) a business/school partnership for training teachers in Fairfax County, Virginia, to use new technologies; (4) the economic education program of the Pinellas County, Florida, Chamber of Commerce; and (5) vocational training in Maryland public schools. Concluding discussion focuses on the management of a school volunteer program in rural Maine; benefits for businesses, schools, and students; essential conditions for program success; and leadership skills required of corporate volunteer managers. (RH)

ED 241 130

PS 014 102

Chase, Cheryl M. Kane, Michael B.

Increasing the Duration and Intensity of Academic

Learning Time in Schools.

Education Commission of the States, Denver, CO.

Task Force on Education for Economic Growth.

Report No.—ECS-WP-TF-83-3

Pub Date—83

Note—24p.

Available from—ECS Distribution Center, 1860 Lincoln Street, Denver, CO 80295 (\$3.00; add \$1.00 for first class shipping).

Pub Type—Opinion Papers (120)—Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Classroom Environment, Educational Innovation, *Educational Needs, Educational Research, Elementary Secondary Education, Guidelines, Learning Processes, *Program Implementation, School Schedules, *Time Factors (Learning), *Time on Task

Identifiers—Allocated Learning Time

Recommending that every state increase the duration and intensity of academic learning time (ALT) in schools, this working paper provides a rationale, discusses related research, offers guidelines for selecting and implementing activities, and describes actions schools can take to implement change. In the discussion, duration refers to the total amount of time students are engaged in learning, intensity refers to the quality of that engagement, and ALT is defined as the amount of time students are engaged in an academic task that they can successfully perform. It is asserted that research findings generally indicate the more ALT a student experiences the more the student is learning. Specific research discussed focuses on ALT and student achievement, the relationship of instructional processes and classroom environment to student learning, the distinction between allocated time and engaged time, and approaches taken to improve the duration and intensity of time used in schools. Educators are urged to (1) use existing resources to help teachers understand ALT; (2) reward exceptional students and teachers; (3) provide aides, volunteers, or tutors to teachers attempting to improve ALT; (4) implement training to improve teachers' knowledge of effective instructions; (5) reduce classroom interruptions; and (6) check for discrepancies between how time should be and actually is spent in classrooms. (RH)

ED 241 131

PS 014 125

Study of Effort to Exclude Planned Parenthood

from Participation in Combined Federal Campaign.

Report Prepared by the Staff of the Subcommittee on Civil Service of the Committee

on Post Office and Civil Service. House of

Representatives, 98th Congress, 1st Session.

Committee Print No. 98-8.

Report No.—House-CP-98-8

Pub Date—28 Oct 83

Note—383p.; Contains many pages of small broken type.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Abortions, *Administrator Role, *Court Litigation, Federal Government, *Federal Programs, *Financial Support, Government Employees, Moral Issues

Identifiers—*Charitable Contributions, Combined

Federal Campaign, Congress 98th, Office of Personnel Management, Planned Parenthood Federation,

Reagan Administration

Presented in this report is an account of the attempt made by the Director of the United States Office of Personnel Management (OPM) to exclude the Planned Parenthood Federation of America (PPFA) from participation in the Combined Federal Campaign (CFC). The CFC is the annual charitable fundraising drive conducted among federal employees and military personnel. Topics addressed in the report include the development of the CFC, controversy concerning the admission of advocacy organizations in the CFC; conflict between the OPM and the PPFA during 1982, conflict between the OPM and the PPFA during 1983, questions the OPM required the PPFA to answer in an attempt to discover some technical flaw in their application, and problems relating to the existence of a double set of guidelines for accounting and financial reporting. The report concludes that women have a constitutionally protected right to terminate pregnancy through abortion and that the Director's effort to ban the PPFA on the basis of its support of that right is improper. Most of the report consists of 20 appendices containing related materials such as correspondence, memoranda, transcripts of proceedings, and records of court litigation. (RH)

ED 241 132

PS 014 127

Follow through Amendments of 1983. Mr. Perkins,

from the Committee on Education and Labor,

Submitted the Following Report together with

Supplemental Views (To Accompany H. R.

2148), (Including Cost Estimate of the Congressional

Budget Office). House of Representatives,

98th Congress, 1st Session, Report No. 98-160.

Congress of the U.S., Washington, D.C. House

Committee on Education and Labor.

Report No.—House-R-98-160

Pub Date—16 May 83

Note—29p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Federal Legislation, *Federal Programs,

Program Costs, *Program Evaluation

Identifiers—Congress 98th, Economic Opportunity

Act Title I, Native American Programs Act 1974

Title VIII, Omnibus Budget Reconciliation Act

1981, Omnibus Budget Reconciliation Act 1981,

*Project Follow Through

The Committee on Education and Labor strongly recommends the adoption of H. R. 2148, a bill that, with two major additions, would basically reenact Project Follow Through for an additional year as it is currently authorized under the Omnibus Reconciliation Act of 1981. The two additions would provide for review and evaluation of what has been learned from Follow Through during the past 15 years. Substantial sections in this report provide (1) an introduction briefly describing the origin of Project Follow Through and providing a rationale for its extension; (2) a description of the legislative history of the project; (3) a discussion of legislation considered by the committee; (4) the Congressional Budget Office cost estimate for the proposed extension; and (5) changes in existing law made by the bill. Sections of Title I of the Economic Opportunity Act of 1964, Title VI of the Omnibus Budget Reconciliation Act of 1981, and Title VIII of the Native American Programs Act of 1974 are included. These sections focus, respectively, on Follow Through, community services, and Native American programs. (RH)

ED 241 133

PS 014 128

Hearing to Restore Eligibility in the Special Milk

Program. Hearing before the Subcommittee on

Elementary, Secondary, and Vocational Education

of the Committee on Education and Labor,

House of Representatives, Ninety-Eighth Congress,

First Session on H.R. 904 to Amend the

Child Nutrition Act of 1966 to Eliminate Certain

Restrictions on the Eligibility of Schools to

Participate in the Special Milk Program.

Congress of the U.S., Washington, D.C. House

Committee on Education and Labor.

Pub Date—23 Mar 83

Note—21p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Children, *Federal Legislation,

*Federal Programs, *Nutrition, Program Costs,

Public Schools

Identifiers—Congress 98th, *Special Milk Program

On March 23, 1983, testimony was heard concerning

H.R. 904, a bill amending the Child Nutrition

Act of 1966 to eliminate certain restrictions on

the eligibility of schools to participate in the Special

Milk Program. Included in this brief publication are

statements focusing on (1) the "false economy" of

not providing surplus milk to children; (2) consequences

of the Reconciliation Act of 1981, which made

any school offering the school lunch or breakfast

program ineligible to participate in the Special

Milk Program; (3) the drop in number of half pints

served and the decrease in outlets for the Special

Milk Program; and (4) the impact of federal budget

cuts on the Massachusetts nutrition program and

the related experience of the school food service in

the Arlington, Massachusetts, public schools. Also

included is a statement by the National Dairy Council

detailing nutritional contributions of the Special

Milk Program. (RH)

ED 241 134

PS 014 143

Katz-Weintraub, Sharon Hambridge, Lisa

Caring for Special Children: Independent Study

Course for Child Caregivers.

Greater Minneapolis Day Care Association, MN.

Spons Agency—Office of Special Education and

Rehabilitative Services (ED), Washington, DC.

Div. of Personnel Preparation.

Pub Date—82

Grant—G008102573

Note—215p.

Available from—Greater Minneapolis Day Care Association, 1006 West Lake Street, Minneapolis, MN 55408 (Booklet and tape, \$15.00).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Audiotape Cassettes, *Child Caregivers, *Day Care, *Disabilities, Early Childhood Education, Independent Study, Inservice Teacher Education, Learning Activities, *Mainstreaming, *Preschool Children

This document describes an activity-based, independent-study, introductory survey course intended to help child caregivers in caring for mildly to moderately handicapped children in day care settings. Course materials consist of an audiotape cassette and a supplementary handbook; the handbook and a transcript of the audiotape are included in the document. Contents of the course are organized in 14 sections focusing on the following topics: mainstreaming; special needs children; developmental delay; speech and language development; cognitive development; social and emotional development; low incidence handicaps; observing and recording behavior; goal setting; task analysis; the learning environment; involvement with parents; and considerations regarding referrals, legal responsibility, and community resources. The audiotape provides definitions of basic concepts, general information about development, and guidelines, additionally describing specific techniques for responding to the needs of handicapped children. Each section of the handbook provides handouts and activity sheets and is coordinated with a segment of the cassette tape. (RH)

ED 241 135 PS 014 163
Pre-School Education: A Review of Policy, Practice and Research.

Australian Dept. of Education, Canberra.

Report No.—ISBN-0-642-06788-0

Pub Date—81

Note—225p.; Document prepared by the Education Planning Group.

Available from—Australian Government Publishing Service (AGPS), G.P.O. Box 4, Canberra, A.C.T., 2601, Australia (\$8.30).

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Comparative Analysis, *Day Care, *Early Childhood Education, *Educational Policy, *Educational Practices, Educational Research, Foreign Countries, Literature Reviews, *Preschool Education

Identifiers—*Australia, Belgium, Canada, Denmark, France, Italy, Netherlands, New Zealand, Norway, Sweden, United Kingdom, United States, West Germany

This document discusses research and thinking about several countries' experiences in providing early childhood education and services, and additionally, describes current early childhood education in the Australian states and territories. Following the first chapter's brief provision of background information about preschool education in Australia, the second chapter offers a research review. Research described focuses on the state of the art, the importance of early childhood, children at risk, language, cognitive development, teaching strategies, teachers, child/staff ratios and group size, Head Start and other U.S. programs, parent education, coordination of services, and Australian research studies. The third chapter describes the experience of countries other than Australia in terms of historical perspectives and current developments. Discussion closing this chapter explores several issues, including setting priorities, structuring children's early experiences, accountability, benefits of preschool, administration, parent involvement, and implications of women's changing role for early childhood services. The fourth chapter explores the Australian situation, providing a national overview and specific discussions concerning each state and territory. Additionally discussed are current practices, preschool curriculum, special groups, teachers and teacher education, aboriginal preschool education, preschool education in multicultural Australia, and the role of federal government in early childhood services. A brief depiction of possible future developments is provided in the fifth and final chapter. (RH)

ED 241 136

Royter, Martha

Student Nutrition, Learning and Behavior.

Pub Date—[83]

Note—15p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Allergy, Children, *Federal Programs, Hyperactivity, *Learning, Literature Reviews, *Nutrition, *Student Behavior

Identifiers—Caffeine, Food Additives, National School Food Service Program, Sugar, Virginia

This discussion addresses several nutrition issues considered important to schools, students, and educators in the United States. Contents consist of a review of malnutrition and learning research and discussions of food additives and allergies, diet and hyperkinesia, the effects of caffeine and sugar on children's behavior, and the National School Food Service Program. (RH)

ED 241 137

Lindsay, P. L. Palmer, D.

Playground Game Characteristics of Brisbane Primary School Children.

Australian Education Research and Development Committee, Canberra.

Report No.—ERDC-28; ISBN-0-642-06008-8

Pub Date—81

Note—191p.; Product of the Education Research and Development Committee.

Available from—Australian Government Publishing Service (AGPS), G.P.O. Box 4, Canberra City, A.C.T. 2601, Australia (\$8.60).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Childrens Games, *Educational Games, Elementary Education, Group Activities, Movement Education, Physical Education, *Playground Activities, *Playgrounds, Sex Differences, Student Behavior, Teacher Role

Identifiers—*Australia (Brisbane)

A study of the games played by children in Brisbane, Australia was conducted to provide information for physical education curriculum development and to compile a descriptive record for the period from 1975 to 1976. Attention was given to physical activities in which two or more children proceed with observable rules of conduct toward a predetermined outcome whereby winners or losers can be determined. Observed were basic play characteristics such as walking and dodging, play elements such as strategy and chance, the area of play, quality of touch, and group characteristics. To ensure that all areas of Brisbane were included in the survey, one state school was randomly selected from each of the 21 electoral wards of the city. The population of the sample was 10,797; 4,824 children were observed in game situations. Specific results were found for the following game characteristics: playground versus syllabus games, sex differences, group characteristics, behaviors in adventure and traditional playgrounds, and game location. Ten appendices compose the major portion of the study report; these describe numerous games, including ball, pursuit, skipping, clapping, hopscotch, and marbles. (RH)

ED 241 138

School-Age Day Care Study. Executive Summary.

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Pub Date—15 Mar 83

Contract—105-81-C-011

Note—32p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, Community Programs, Demography, Early Childhood Education, Employed Women, *Parent Attitudes, Profiles, Rural Urban Differences, *School Age Day Care, Selection, State Surveys, Use Studies

Identifiers—Minnesota, Self Care, Sibling Care, Usage Patterns, *User Characteristics, Virginia

Provided in this report are data on school-age child care in Virginia and Minnesota for the 1981-82 school year. Minnesota and Virginia were selected for study because of the prevalence of programs for school-age children, the rural/suburban/urban contrasts that could be made, the female labor force participation rates, and the adequate numbers and other population demographics of

PS 014 166

families with school-age children. Specific objectives of the study were to (1) describe the child care use patterns among families with varying demographic characteristics and with children of various ages; (2) explore parental satisfaction with current care; (3) describe how families find and select care; (4) explore the circumstances of and attitudes toward self- and sibling care; and (5) describe the community context for school-age care and explore ways in which communities meet their child care needs. Data were collected in the following ways: computer-assisted telephone interviews with a random sample of almost 1,000 households having school-age children; face-to-face discussions with parents, children, day care providers, and state and local officials; and group discussions with parents. Findings, based primarily on results of the telephone survey, indicate overall similarities between the two states. Additional findings are summarily discussed. (RH)

ED 241 139

Hazen, Nancy And Others

Social Acceptance: How Children Achieve It and How Teachers Can Help.

Pub Date—[82]

Note—20p.

Pub Type—Reports - Research (143) — Opinion Papers (120) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, Guidelines, Observation, *Peer Acceptance, *Peer Relationship, *Preschool Children, Preschool Education, *Rejection (Psychology), *Teacher Guidance, Videotape Recordings

Identifiers—*Social Interaction

A total of 28 middle class preschool children ranging in age from 3.5 to 5.5 years participated in a study designed to identify characteristic behaviors of children differing in their social acceptance by peers. Indexes of social acceptance and rejection were obtained through a peer nomination procedure based on queries about most and least preferred playmates. Acceptance and rejection scores were used to assign subjects to four social status groups: popular, rejected, controversial, and neglected. Each child's interaction in a setting promoting social play was observed and videotaped on three occasions for a total of 60 minutes. Children interacted in triads: on one occasion the target child was an "intruder" into a dyad, and twice the target child was a member of a dyad intruded upon. Three aspects of social interaction were coded and analyzed: (1) children's direction of communication toward others, (2) the types of initiations children made to each other, and (3) the types of responses children made to the initiations of others. For each of the four social status groups, distinct patterns of social interaction and communication were found. Results indicated patterns of social interaction leading to social acceptance, rejection, and isolation. (Implications of the findings for remedial intervention by teachers are discussed.) (RH)

ED 241 140

Charlesworth, Rosalind Stanley, William B.

Assessment of Social Studies Concepts in Early Childhood.

Spons Agency—Louisiana State Univ., Baton Rouge. Coll. of Education.

Pub Date—Nov 83

Note—13p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Atlanta, GA, November 3-6, 1983).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Concept Formation, Early Childhood Education, *Grade 1, *Kindergarten Children, *Measurement Techniques, Measures (Individuals), Pattern Recognition, *Social Studies

Identifiers—Louisiana State University

Specific objectives of this study were to (1) obtain information about the pattern of young children's social studies concept attainment, (2) compare basic concept attainment with social studies concept attainment, and (3) compare basic concept development of children from two age/grade levels. A total of 24 kindergarten and 28 first graders of middle socioeconomic status were interviewed individually during a 35 to 45 minute session. The assessment instrument consisted of two sets of tasks: those measuring social concepts and those measuring basic

concepts. No significant differences were found for race or sex. However, significant differences were found between the two grades in both total basic concept and total social concept scores. First graders obtained higher scores than kindergartners on both measures. It was also indicated that knowledge of social concepts developed in tandem with basic concept growth and that concept development remained about the same from kindergarten to first grade. Results suggested that this line of research will provide needed clarification of the parameters of young children's social studies concepts and provide empirical information to guide the choice of key concepts for social studies instruction. (BJD)

ED 241 141 PS 014 171
First Annual Early Childhood Institute: Institute Proceedings (Tifton, Georgia, September 18, 1982).

Georgia Univ., Athens. Cooperative Extension Service.

Pub Date—Sep 82
Note—74p.

Pub Type—Collected Works - Proceedings (021) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage. PC Not Available from EDRS.

Descriptors—*Child Development, Creativity, Decision Making, Disabilities, *Early Childhood Education, Infants, *Inservice Teacher Education, Language Handicaps, Learning Activities, Nutrition, Parent Teacher Cooperation, Story Telling Identifiers—Georgia

Included in this proceedings is a schedule of activities and the text of addresses made at a one-day institute for educators. Dr. Asa Hilliard of Georgia State University delivered the keynote address, which focused on the power of teaching to make a difference. Ten additional topics were addressed in four subsequent sessions. Papers given in the first and second sessions included (1) "The 'Warm Fuzzies' against the 'Cold Pricklies' in the Battle for the Whole Child," (2) "Lizards, Language, and Leprechauns: Learning Activities for Children Ages 3-5," (3) "Working with Handicapped Children," (4) "Infant Settings," and (5) "Economic and Creative Nutrition for Young Children." Papers given in the remaining two sessions included (1) "Encouraging Decision-making in Your Children," (2) "Communicating with Parents," (3) "Storytelling Techniques," (4) "Identifying Speech and Language Disorders in Young Children," and (5) "Inexpensive and Creative Learning Materials/Activities for ages 3-5." (BJD)

ED 241 142 PS 014 173
Black, Maggie, Ed.

The Environment: Our Children's World. United Nations Children's Fund, New York, N.Y.

Pub Date—82
Note—37p.

Journal Cit—UNICEF News; Issue 111/1982/1
Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Children, *Daily Living Skills, *Developing Nations, Energy Conservation, *Environmental Influences, *Family Life, Foreign Countries, Land Use, *Rural Areas, Rural Development, Technological Literacy, Unemployment, Urban Environment, Urban Renewal Identifiers—Bangladesh, Brazil, Deserts, Development Education, India, Indonesia, Kenya, Mexico, Thailand, Upper Volta

Articles collected in this issue of UNICEF News deal with different aspects of the theme of the child and its environment. Specifically, topics covered include (1) awareness of the kind of world our children will inherit; (2) the survival of an urban child; (3) the survival of a Sahelian rural child as a working member of his farming community; (4) environmental factors affecting children; (5) effects of "desertification" on livelihood in India; (6) dangers of the increasing use of chemicals and their poisoning effects on humans; (7) a species of nutritious fish new to Bangladesh; (8) problems of land tenure and unemployment in Mexico City; (9) strange but natural habitats in foreign countries; (10) urban renewal in Indonesia; (11) internal conflict in India concerning the preservation of forests as a source of energy; (12) fuel needs in rural parts of the Third World; (13) an international tree planting campaign; (14) reflections on technology; (15) ideas for development education in the classroom; and (16) an update of UNICEF activities, films, and materials. (BJD)

ED 241 143 PS 014 174

Black, Maggie, Ed.

Food and Nutrition: The Most Basic Need of All. United Nations Children's Fund, New York, N.Y.

Pub Date—82
Note—37p.

Journal Cit—UNICEF News; Issue 113/1982/3
Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Developing Nations, Employment, *Family Life, Females, *Food, Foreign Countries, Health Personnel, Hunger, Islamic Culture, *Nutrition, Nutrition Instruction, *Program Effectiveness, *Rural Areas, Rural Development, Social Change, Social Experience, War Identifiers—Central African Republic, Development Education, Dominica, Fish Farming, Haiti, Indonesia, Kenya, Lebanon, Philippines, Senegal, South Korea, Swaziland, Thailand, Uganda, Zimbabwe

Food and nutrition are the theme topics of this issue of UNICEF News. Giving special attention to Haiti and Zimbabwe, the first article inquires into reasons why agricultural, health, and nutrition programs have not eradicated malnutrition. Subsequent articles center on (1) facts concerning food and nutrition; (2) the diet of people living in a mountainous part of Swaziland; (3) agricultural, social, and dietary characteristics of a family residing in Thor, a village in Senegal; (4) what one nutrition surveillance program in Uganda could and could not accomplish; (5) aspects of life in Chil Won Li village in South Korea; (6) fish farming by farmers in the Central African Republic; (7) the Ilaw ng Buhay, a movement in the Philippines to counter child malnutrition; (8) the effectiveness of nutrition rehabilitation units and family life training centers in Kenya; (9) the role of Islamic religious leaders in Indonesia in promoting good nutrition; (10) the role of village health workers in combating child malnutrition in rural Thailand; (11) a drive to promote good nutrition on the Caribbean island of Dominica; (12) impressions of the war in Lebanon; (13) development education in Australia; and (14) an update of UNICEF activities. (RH)

ED 241 144 PS 014 175
Black, Maggie, Ed.

On the People's Wavelength: Communications for Social Change. United Nations Children's Fund, New York, N.Y.

Pub Date—82
Note—37p.

Journal Cit—UNICEF News; Issue 114/1982/4
Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Problems, *Communications, Community Involvement, *Developing Nations, *Family Life, Foreign Countries, Health, Immunization Programs, Photography, Programming (Broadcast), *Rural Areas, Rural Development, *Social Change, Visual Literacy, Water Quality

Identifiers—Bangladesh, Brazil, Breastfeeding, Development Education, India, Jamaica, Kenya, Pakistan, Philippines, Sri Lanka, United Kingdom, Upper Volta

Articles collected in this issue of UNICEF News deal with different aspects of the theme of communication in development programs. Specifically, topics covered include (1) communication as a total process and the role of communication in overcoming obstacles to social change; (2) a village education and resource center, in Bangladesh, committed to principles of self-reliance and voluntary participation; (3) facts about communication media; (4) problems in communicating health information in the Caribbean; (5) contrasting elements of one-way and two-way communication campaigns in Pakistan; (6) communication efforts in Brazil's national breast-feeding campaign; (7) facilitating communication through use of photographs made by illiterate village women in India; (8) the effect of a communication workshop in the Philippines on mothers' acceptance of vaccinations; (9) rural East African people's visual literacy; (10) development education activities; and (11) an update on UNICEF activities. (RH)

ED 241 145 PS 014 176
Black, Maggie, Ed.

Can Water Mean Health? United Nations Children's Fund, New York, N.Y.

Pub Date—83
Note—37p.

Journal Cit—UNICEF News; Issue 116/1983/2

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Developing Nations, *Family Life, Females, Foreign Countries, *Health, Hygiene, Leadership Training, *Rural Areas, Rural Development, Sanitation, *Social Behavior, *Water Quality

Identifiers—Burma, Cameroon, Development Education, Lebanon, Mozambique, Nigeria, Pakistan This issue of UNICEF News explores the theme of connections between water and health in developing countries. The introductory article discusses prospects for improving health through water projects during the International Drinking Water Supply and Sanitation Decade (1981-90). Subsequent articles focus on (1) effects of a piped water supply on village life in Mozambique; (2) UNICEF help in providing water in Burma's Central Dry Zone; (3) social effects of piped water supply among Pakistani highland villagers; (4) effects of unclean water and poor sanitation on the health of children and women in the Third World and ways deficiencies are being remedied; (5) a UNICEF-assisted health information project in Imo State, Eastern Nigeria; (6) a handpump maintenance and preventive health training program for community leaders in Bokaga village, Cameroon; (7) traditional personal hygiene practices of women of the southern Sudan; (8) UNICEF assistance in restoring clean water to towns and villages in South Lebanon; (9) the need for health education to insure the best use of newly installed latrines among Tanzanian villagers; and (10) developmental education programs in schools. (RH)

ED 241 146 PS 014 177
Black, Maggie, Ed.

Technology: Appropriate for What? And for Whom? United Nations Children's Fund, New York, N.Y.

Pub Date—83
Note—37p.

Journal Cit—UNICEF News; Issue 117/1983/3
Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Developing Nations, Employment, *Family Life, Females, Food, Foreign Countries, Fuels, Program Effectiveness, Recycling, *Rural Areas, Rural Development, Solar Energy, *Technology, Water Quality

Identifiers—Africa, Bangladesh, Development Education, El Salvador, India, Mozambique, Nepal, Senegal, Somalia, Stoves

Included in this issue of UNICEF News are several brief articles focusing on the theme of appropriate technology. Topics discussed include (1) the improvement of family life through the scientific application of appropriate technology; (2) UNICEF and the household fuels crisis; (3) the workload of African women; (4) ways energy, food, health, and agricultural needs can be and have been met as a result of technological innovation; (5) difficulties in constructing a solar still in Somalia; (6) the refinement of existing waterpump technology in Bangladesh; (7) use of scrap materials as teaching aids by educators in Mozambique; (8) low cost, resource-saving technologies being used or investigated around the world; (9) attention to the needs and interests of women to improve acceptance of development programs; (10) modification of imported millet mills to improve acceptance by Senegalese; (11) the introduction of a more efficient cooking stove in Nepal; (12) the rejection of an energy-saving cookstove among "displaced persons" in El Salvador; (13) machine tools using human physical energy; (14) intermediate technology and its dissemination in developing countries; (15) developmental education in Switzerland and Japan; and (16) news about UNICEF events. (RH)

ED 241 147 PS 014 178
Dutcher, Nadine

The Use of First and Second Languages in Primary Education: Selected Case Studies. World Bank Staff Working Paper No. 504.

World Bank, Washington, D. C.

Pub Date—Jan 82
Note—69p.

Available from—The World Bank, P.O. Box 37525, Washington, DC 20013 (\$3.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, *Bilingual Education, Case Studies, Elementary Education, *Elementary School Students, *Language of In-

struction, Language Proficiency, Mathematics Achievement, *Multilingualism, Primary Education, Reading Achievement
Identifiers—Canada, Ireland, Mexico, Nigeria, Philippines, Sweden, United States

This paper discusses the question of whether, in a multilingual society, the child's first or second language is best as a language of instruction in primary school. Reviewing eight case studies from seven countries in which initial primary schooling was given either in the second or first language, the discussion compares achievement in reading and language in both languages and describes achievement in content subjects, especially arithmetic. Case studies from the Philippines, Ireland, and Canada report the use of a second language as the language of instruction, while studies from Mexico, Nigeria, Sweden, and the United States report use of the first language. It is concluded that, depending on the interrelated characteristics of each situation, answers must be found on a case-by-case basis. Such characteristics include the linguistic and cognitive development of the child in his or her first language, the attitudes of parents toward the language chosen for the school, and the status of the languages in the wider community. In terms of these characteristics, situations are described in which the best choice for initial instruction might be either the child's first or second language. These descriptions are followed by a discussion of issues raised in a paper (1980) devoted to education sector policy and by a series of recommendations for World Bank staff. (Author/RH)

ED 241 148 PS 014 181

Bank, Loria L.
Assessment of Affective Interaction between Autistic Children and Their Parents.

Pub Date—Aug 83
Note—16p.; Paper presented at the Annual Meeting of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Affective Behavior, *Autism, Observation, *Parent Child Relationship, Research Methodology, *Social Behavior, *Young Children

Identifiers—*Dyadic Interaction Analysis, *Social Interaction

The affective relationship between six male and one female preschool-aged autistic children and their parents was studied by employing a method enabling systematic analysis of parent/child interaction. Children ranged in age from 3 years, 7 months to 6 years, 4 months. Through use of the Bank Interaction Coding System (BICS), behavioral sequences of affective expression between autistic children and their parents were identified and described. The nature and quality of each person's responses were considered within the context of the other individual's actions. Additionally, periods of nonrelatedness were examined, and antecedent and consequent parental affective behaviors were described. Sequences of affective patterns in mother/child and father/child dyads, as well as task differences, were compared and contrasted. Severity of children's symptomatology ranged from essentially no communication and minimal relatedness to moderate use of language and some relatedness. Results suggested that (1) autistic children do display and maintain affective interaction with parents, and (2) episodes of nonrelatedness are of relatively short duration and do not predominate in interaction with either mother or father. It was concluded that findings demonstrated the potential value of the BICS.(RH)

ED 241 149 PS 014 183

Sjogren, Cliff
College Admissions Requirements and Student Achievement in High School.

Pub Date—Dec 83
Note—6p.; Paper presented at the meeting of the National Forum on Excellence in Education (Indianapolis, IN, December 6-8, 1983).

Pub Type—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Admission, *College Curriculum, *College School Cooperation, Educational Quality, *Enrollment Influences, *Enrollment Trends, Higher Education, Secondary Education
A review of college admissions standards and practices during the past 25 years illustrates the degree to which higher education has influenced cur-

riculum characteristics at the secondary school level. The cooperative relationships that existed between the two sectors in earlier years gave way to campus pressures in the mid 1960s. College enrollments expanded, and priorities shifted from high school/college articulation matters to student restlessness, impatience, and activism. By the early 1970s, campus activists had gained a strong influence on college curriculum and grading systems. Higher education became more stable in the mid-1970s, while high schools became more flexible by incorporating less demanding curricula. College and high school pendulums were thus out of synchronization. In the late 1970s and today, college academic demands are frequently too severe for the quality of students admitted. At this point, local initiatives guided by flexible models, visible incentives, and standardized displays of results should be encouraged so that students and educators are motivated to exceed rather than conform to minimum standards. (BJD)

ED 241 150 PS 014 184

Hawley, Willis D.
Teacher Education That Promotes Educational Excellence: How to Know It When You See It.

Pub Date—Dec 83
Note—4p.; Paper presented at the Meeting of the National Forum on Excellence in Education (Indianapolis, IN, December 6-8, 1983).

Pub Type—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Assessment, *Educational Quality, Elementary Secondary Education, Higher Education, *Student Teaching, Teacher Certification, *Teacher Education, *Teacher Effectiveness

Few positive comments about the way the nation prepares its teachers have been made. Many teacher education programs are in disarray due to inept staff and curricula that have not kept up with research results. In addition, many state agencies have set teacher certification requirements that are political in nature. From current analyses of teacher education and recent research on effective teaching and learning, one can derive at least 10 criteria by which to judge the quality of teacher preparation programs. These criteria can serve as guidelines for the redesign of teacher education. In conclusion, the reform of education and the improvement of teacher education must go hand in hand. (BJD)

ED 241 151 PS 014 185

Mitchell, Steve H. Dickerscheid, Jean D.
Effects of Early Family Experiences on Preschool Teacher Behavior.

Pub Date—Mar 84
Note—22p.; Paper presented at the Annual Meeting of the Southern Association for Children Under Six (35th, Lexington, KY, March 6-10, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, Early Experience, Family Environment, Higher Education, Preschool Education, *Preschool Teachers, *Student Teachers, *Teacher Background, *Teacher Behavior, Teacher Effectiveness, *Teaching Methods, *Teaching Styles

The purpose of this study was to investigate relationships between early family experiences of student teachers and observed teaching behaviors in preschool settings. A total of 109 students enrolled in teaching practicums at two locations completed a background information questionnaire. Subjects' teaching behaviors were noted by trained observers using the observer rating scales developed by McDaniel, Lohman, and Little (1973). Two teaching factors, teaching style and teaching technique, emerged from a factor analysis of nine teaching behaviors measured. Pearson product-moment correlations and a canonical variate analysis indicated that student teachers' academic majors were related to teaching technique and that some, but not all, of the early family experiences measured were related to teaching style. The saliency of the relationship of family experiences to teaching style was influenced by the age of the subject at the time those family experiences occurred. (Author/RH)

ED 241 152 PS 014 187

Silbereisen, Rainer K.
Action Theory Perspective in Research on Social Cognition.

Technical Univ. of Berlin (West Germany).
Pub Date—84

Note—45p.; Earlier version of this paper was presented at Planning Conference on Child Development in Life-Span Perspective (Berlin, West Germany, July 9-11, 1981).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Adults, Children, *Cognitive Development, Interaction, *Research Methodology, *Social Cognition, Theories, Trainees, Trainers

Identifiers—*Action Theory, Goal Directed Behavior, Referential Communication, Social Interaction, *Theory Development, Traffic Behavior

The primary aims of this paper are to (1) clarify what is meant by an action theory perspective on the study of human development, and (2) report a series of developmental studies focusing on social cognition. In particular, it is pointed out that theories, methodologies, and empirical strategies realize an action theory perspective if human beings are assumed to be potentially reflective and to act intentionally with reference to the environment. An action theory perspective on psychological development regards development itself as actively initiated through intentional, goal-directed actions and interactions of the developing subjects themselves. Methods consistent with the perspective include a combination of systematic observations and self-confrontation interviews. Specific studies reported were undertaken in three interaction contexts to evaluate the role of thinking about action. Contexts involved action accompanying social cognition in children's traffic behavior, in referential communication between parent and child, and in trainer/trainee interaction between adults and adolescents. Concluding remarks focus on potential contributions of the redefinition of social cognition as thinking about action. (RH)

ED 241 153 PS 014 188

Clapp, Beecher E.
Tennessee Teacher Career Ladder.

Pub Date—22 Nov 83
Note—9p.; Paper presented at the Harvard Education Conference (Cambridge, MA, November 22, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Ladders, *Educational Innovation, Elementary Secondary Education, *Master Teachers, *Public Schools, Salaries, *State Programs, *Teacher Evaluation

Identifiers—*Master Teacher Program, *Teacher Competencies, Tennessee

Tennessee's Better Schools Program includes a Master Teacher Program that has three components: teacher education, clinical supervision of beginning teachers, and a career ladder based on performance. In conjunction with the establishment of the Master Teacher Program, 23 master teacher competencies for teacher evaluation have been defined. Competencies fall within one of four domains: planning, teaching strategies, classroom management, and professional development and leadership. A list of these competencies was sent for review to the 5,000 members of the Tennessee Teachers' Study Council. Teachers indicated whether and to what degree the identified competencies were important, clarified wording, and added other competencies. The list was revised and returned to the teacher leaders to share with school faculty in all 1,700 schools within Tennessee. Teachers were again asked for comments and suggestions. At present, the list has been revised for the third time and is now being reviewed by scholars and others in Tennessee and across the country. To evaluate teachers on the basis of such competencies, it has been suggested that evaluators should (1) clearly define evaluation criteria; (2) plan for continuous, long-term evaluation; (3) provide for mixed teams of observers; and (4) require rigorous evaluations. (RH)

ED 241 154 PS 014 194

Strom, Robert And Others
Parental Background: Does It Matter in Parent Education?

Pub Date—[79]
Note—22p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anglo Americans, Blacks, Comparative Analysis, *Cultural Differences, *Ethnic Groups, Mexican Americans, *Mothers, *Parent Background, Parent Education, Program Development

opment, *Social Differences, *Socioeconomic Status

Identifiers—*Parent Behavior

To better plan parent education programs for families from different ethnic and socioeconomic backgrounds, the Parent As a Teacher Inventory (PAAT) was used to identify similarities and differences among 114 Anglo-, Black- and Mexican-American mothers from upper, middle, and lower class intact homes in greater Phoenix, Arizona. Each of the subjects had a child enrolled at second-grade level in one of seven elementary school districts in the metropolitan area. Subjects' PAAT scores were analyzed by an analysis of variance. Where significance was found at .05 or less, the Scheffe-Test was performed to identify the source of significance. For subsets with significant variance, a Chi-square was employed to identify particular items responsible for variance among subjects. Findings identified significant differences among mothers as a function of ethnic background and/or socioeconomic level. Significant differences were found between Anglo and Black mothers on four of the five PAAT subsets and on the total PAAT; Anglo responses were found to be more consistent with the values promoted in child development research than were the responses of Blacks. Among socioeconomic groups, significant differences were found on all five PAAT subsets and on the total PAAT. (In tables throughout the text, global differences among parental groups are particularized in terms of specific behaviors program developers can use to help families of diverse ethnic and socioeconomic backgrounds.) (RH)

ED 241 155 PS 014 195
Summary of SB 813 and Related Legislation:
Hughes-Hart Educational Reform Act of 1983.
California State Dept. of Education, Sacramento.
Pub Date—83

Note—27p.
Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Discipline, *Educational Finance, *Educational Improvement, *Elementary Secondary Education, *School Activities, *School Personnel, *School Policy, *Special Education, *State Legislation, *Teacher Salaries
Identifiers—*California

In outline form, this document provides summary statements of provisions contained in California's legislation SB 813, otherwise known as the Hughes-Hart Educational Reform Act of 1983. While SB 813 addresses issues concerning school finance, the minimum school year, employees, course requirements, apprentices, and taxation, this summary deals with three areas of provision: finance, instructional programs and student discipline, and employee provisions. A total of 21 finance provisions, 14 instructional program and student discipline provisions, and 6 employee provisions, covering a wide range of programs and policies, are included in the document. (RH)

ED 241 156 PS 014 196
Mitchell, Steve H.

Selecting Appropriate Literature for the Preschool Child: Life without Fairy Tales. Research Paper.

Pub Date—[82]

Note—14p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Children's Literature, *Class Activities, *Cognitive Development, *Early Childhood Education, *Fantasy, *Psychological Needs, *Selection, *Young Children

Identifiers—*Piagetian Theory, *Preoperational Thought

Piaget noted that young children cannot think in a logical fashion, objectively, or about hypothetical situations. These limitations of preoperational thinking render the young child dependent upon or bound by perceptions. Overreliance upon perceptions results in children's inability to distinguish fantasy from reality. Young children's unrealistic perceptions give rise to irrational fears of abandonment; attacks by wild animals hiding in closets or under beds; being alone in the dark; and/or witches, ghosts, and dragons. These characteristics of young children's thinking have significance for educators and parents selecting appropriate literature for children under the age of 7. The first challenge for selection is to provide literary experiences that will instill pleasure of reading and help allay irrational fears.

The second challenge is to provide related activities (e.g., creative dramatics, role playing, puppetry, and creative writing experiences) to establish a sense of continuity between what is read to the child and what is actually experienced. Selecting appropriate literacy experiences and providing related activities can promote optimal development if children's cognitive capabilities and emotional needs are taken into consideration. Unfortunately, educators often misinterpret, misapply, or ignore Piaget's theory when selecting literature for young children. (RH)

ED 241 157 PS 014 197

Carter, James E.
Speech by Dr. James E. Carter (National Forum on Excellence in Education, Indianapolis, IN, December 6-8, 1983).

Pub Date—Dec 83

Note—5p.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Improvement, *Elementary Secondary Education, *Extended School Year, *Interdisciplinary Approach, *Remedial Programs, *School Surveys, *Second Languages, *Teacher Attitudes, *Testing

Identifiers—New York (Elmira), New York State Regents

A survey was made of the attitudes of school personnel toward specific dimensions of the Regent's Action Plan for improving education in the State of New York. Responses revealed (1) a strong negative reaction to the proficiency requirement in foreign language, (2) support by elementary teachers for an increase in secondary testing requirements and support by secondary teachers for an increase in elementary testing requirements, (3) lack of support by secondary teachers for an interdisciplinary project, (4) opposition to remedial programs, (5) support for reporting test results to the public and the state, and (6) opposition to an extension of the school year. Overall, reports from the field, as evidenced by the regional meetings conducted by regents throughout the state, indicate support for the action plan. (BJD)

ED 241 158 PS 014 198

Larsen, Jean M.

Effects of Preschool on Educationally Advantaged Children: Implication for Program Planning.

Pub Date—3 Nov 83

Note—28p.; Paper presented at the Meeting of the National Association of Early Childhood Teacher Educators (Atlanta, GA, November 3, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Advantaged, *Early Childhood Education, *Intelligence Quotient, *Interpersonal Competence, *Kindergarten Children, *Outcomes of Education, *Preschool Children, *Preschool Education

As part of a study to investigate the immediate and long term effects of preschool upon educationally advantaged children, data from three waves of preschool-age subjects (N=291) and followup data on two waves of kindergarten-age subjects (N=171) were analyzed. All children in the sample were determined to be educationally advantaged, and all demonstrated remarkable intellectual capabilities. Five measures were selected for preschool testing. These included (1) the Test of Motor Abilities for Young Children, (2) the Slosson Intelligence Test, (3) the Gesell School Readiness Test (GSRT), (4) the Early Childhood Self-Concept Index, and (5) the California Preschool Social Competency Scale (CPSCS). For kindergarten testing, two measures were employed: the CPSCS and the GSRT. Findings indicated variation of mean I.Q. scores across all three waves favoring subjects who had attended preschool. In the first two waves of preschool subjects, variation between experimental and control groups on the social competency measure was also found to favor those who attended preschool. In kindergarten, social competency gains were shown by children who had attended preschool as well as by those who had not. However, significantly greater gains were made by females who had not attended preschool. Further study is being conducted to determine whether these differences can indeed be attributed to preschool attendance. (Author/RH)

ED 241 159 PS 014 202

Hintz, Blythe F.

History of Dance in Early Childhood Education, 1920-1970.

Pub Date—24 Nov 80

Note—12p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (San Francisco, CA, November 24, 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Dance Education, *Early Childhood Education, *Educational History, *Movement Education

Identifiers—*Twentieth Century

Highlights of the historical development of structured and creative/free dance experiences for children within the curriculum of early childhood education in the 20th century are sketched. Although some educators dissented with the practice, in the 1920s most dance activities for young children were structured. The following decade was characterized by a gradual shift toward freedom of movement and a recognition of individual rhythms. In the 1940s, during World War II, there was a hiatus in developing new creative movement programs. The 1950s brought an emphasis on freedom of movement that extended to the nursery school level. Exchange of ideas between early childhood educators and dance educators began to increase during the 1960s. In the 1960s and early 1970s, dance experiences were characterized by freedom combined with a small amount of structure. Presently, early childhood and physical educators agree with the idea that movement (1) plays an integrated part in the curriculum for the young child; and (2) should be construed as a way of knowing, finding out, testing, and expressing oneself that is reciprocally and causally linked with feelings. (RH)

ED 241 160 PS 014 203

Segal, Jonathan

Parental Cognitive Commitment to the Sex of the Child.

Pub Date—Apr 83

Note—13p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (54th, Philadelphia, PA, April 6-9, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Daughters, *Infants, *Parent Attitudes, *Sex Differences, *Sex Stereotypes, *Sons

Identifiers—*Femininity, *Gender Identity, *Masculinity

Parents of firstborn male and female infants completed questionnaires concerning their perceptions of their infants. One question focused on how important it was for their children to become either very masculine or very feminine. It was predicted that the less parents stressed the importance of gender appropriateness, the less they would view their children in a traditional sex-stereotyped fashion. This prediction held true only for fathers of girls. Mothers of girls actually showed a trend toward the opposite tendency, while mothers and fathers of boys revealed no distinct overall patterns. For fathers but not for mothers, ratings of the importance of their children's developing gender appropriateness, independence, and high achievement were significantly positively correlated. More research developing and refining the concept of parental cognitive commitment to the sex of the child was recommended. (Author/RH)

ED 241 161 PS 014 204

Evans, Ellis D. Hillman, Lee

Longitudinal Follow-Up Assessment of Differential Preschool Experience for Low-Income Minority Group Children.

Pub Date—[83]

Note—40p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Black Youth, *Comparative Analysis, *Early Experience, *Followup Studies, *High School Students, *Longitudinal Studies, *Low Income, *Minority Group Children, *Preschool Education, *Secondary Education, *Sex Differences, *Student Attitudes

Identifiers—*Distar, *Project Head Start

Urban high school minority group students with different preschool program histories were compared with controls on measures of school achievement, school sentiment, and perceptions of the preschool experience. Preschool exit attainments were also examined in relation to followup achievement and attitude measures. A total of 64 subjects

participated: 27 had experienced at least 1 year of preschool education based on an early version of the DISTAR program, 17 had attended a conventional Head Start program for 1 year prior to kindergarten entry, and 20 had no formal preschool history. A group of 33 students whose preschool history could not be easily determined was added to the main sample for a broader analysis of the relationship between school achievement and school sentiment. Subjects completed the Quality of School Life Scale and a specially designed self-report checklist for memory and sentiment about preschool. Additional measures of intelligence and of academic skills and achievement were drawn from school records. Results revealed no main long term effects for different preschool programs; followup measures did not distinguish between the total preschool sample and controls. Moderately positive correlations were revealed between several preschool exit criterion measures and later school achievement, but not attitude. Favorable student evaluations of preschool were observed, as was a general consensus about the reasons for going to preschool. (Author/RH)

ED 241 162

PS 014 205

Bush, Joseph P., Melamed, Barbara G.
Mother-Child Interactions during Medical Examinations.

Spons Agency—National Inst. of Dental Research (NIH), Bethesda, Md.

Pub Date—Dec 83

Note—15p; Paper presented at the Annual Meeting of the American Association of Behavior Therapy (17th, Washington, DC, December 8-11, 1983).

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Anxiety, Clinical Diagnosis, *Coping, *Mothers, Observation, *Parent Child Relationship, Parent Influence, *Physical Examinations

Identifiers—University of Florida

To determine how parent behaviors affect children's anxiety and coping responses, and to assess how children's behaviors affect parental functioning in stressful medical settings, 50 children between 4 and 10 years of age, who were seen as outpatients in the Pediatric Clinics at Shands Teaching Hospital at the University of Florida, were videotaped along with their mothers while waiting for the physician in clinic examining rooms. An observational scale of parent/child interaction was used to rate the 5- to 10-minute videotapes. Four classes of child behaviors were observed: attachment, distress, exploring, and social affiliation. Parenting behavior categories observed were informing, restraining, distracting, reassuring, ignoring, and agitation. Results supported the prediction that children in pediatric settings are affected adversely by maternal anxiety. Mothers rated as agitated during the waiting period ignored their children more, and their children showed more distress and engaged in less information seeking. In addition, it was found that mothers who were not highly agitated were more likely to interact with their children and to use distraction to keep them from becoming distressed. Results were interpreted as furthering scientific understanding of the development of fears and coping competencies in children. (BD)

ED 241 163

PS 014 206

Gordon, Debra E., Cowan, Philip A.

A Piagetian Approach to Psychopathology: Scheme Differences in Children's Play.

Pub Date—Aug 83

Note—28p; Paper presented at the Annual Meeting of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Children, *Classification, Clinical Diagnosis, *Cognitive Ability, Cognitive Development, Comparative Analysis, Criteria, *Emotional Disturbances, Institutionalized Persons, *Play, Pretend Play, *Psychopathology

Identifiers—Normal Children, Piagetian Theory

An exploratory study of structured and unstructured play was conducted with a small number of severely disturbed and normal children 9 to 13 years of age. Specifically, the investigators characterized psychopathology from a cognitive-developmental perspective by focusing on the Piagetian "scheme" and its manifestation in the play and classification tasks of public school students and those in a day treatment institution. The study resulted in a pre-

liminary list of criteria differentiating disturbed and normal subgroups. Case studies illustrated differences between the two populations in scheme intercoordination, repetition, modifiability, assimilation and accommodation, and symbolic nature. (Explanations of scheme deviations are presented through examination of problems in subject/object interactions, and clinical applications of Piagetian theory are discussed.) (RH)

ED 241 164

PS 014 208

Johnson, Hope And Others

Sex-Role Concepts and Gender Identity in Children's Drawings.

Pub Date—Apr 83

Note—12p; Paper presented at the Annual Meeting of the Eastern Psychological Association (54th, Philadelphia, PA, April 6-9, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Elementary Education, *Elementary School Students, *Freehand Drawing, Grade 6, Performance Factors, Sex Differences, *Sex Role, *Sex Stereotypes

Identifiers—*Femininity, *Gender Identity, Masculinity, *Stimulus Characteristics

The expression of children's concepts of sex-roles was explored by examining changes in the masculinity and femininity of human figure drawings of males and females. A total of 106 sixth-grade students participated in two Draw-a-Person sessions. In the drawing task, persons to be drawn were either specified in terms of gender or unspecified as to gender but described as being either masculine or feminine. Thus, six descriptions were used: male/masculine, male/feminine, female/feminine, female/masculine, feminine sex-role/no gender specified, and masculine sex-role/no gender specified. It was hypothesized that (1) boys would respond to incongruity between traditional sex-role and gender with exaggeration of masculinity or femininity in their drawings; (2) girls would be more likely to assimilate the mixed configuration; and (3) when the sex of the stimulus person was not specified, subjects would assume congruity between sex-role and gender. Results of mixed factorial analysis of variance and a chi-square test show that, regardless of described sex-role of stimulus persons, gender of child and specified gender of stimulus persons had the most significant effect on the masculinity/femininity of the children's drawings. In the absence of gender specification, sex-role determined gender of figure drawn. Girls drew figures of both genders; boys drew male figures. (Author/RH)

ED 241 165

PS 014 209

Gilbride, Kathleen E. And Others

High-Risk Infants: Auditory Processing Deficits in Later Childhood.

Pub Date—Aug 83

Note—12p; Paper presented at the Annual Meeting of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Auditory Perception, Comparative Analysis, Diseases, Followup Studies, *High Risk Persons, *Premature Infants, *Receptive Language, *Young Children

Identifiers—*Asphyxia, *Chronic Lung Disease

To determine whether deficits warranting intervention are present in the later functioning of high-risk infants, 22 premature infants who experienced asphyxia or chronic lung disease (CLD) but who had no gross developmental abnormalities were evaluated. Assessments of auditory perception and receptive language ability were made during later childhood (ages 4 to 8 years). A total of 21 age-matched children born at term with no complications composed the comparison group. High-risk subjects were found to be significantly inferior to the comparison subjects in discriminating auditory tones, perceiving rapid auditory sequences, and exhibiting receptive language skills. CLD subjects were found to be significantly inferior to asphyxia subjects only in receptive language skills. It was concluded that these deficits in later childhood indicate the need to monitor high-risk infant development despite the absence of gross delays. (Author/RH)

ED 241 166

PS 014 211

Hevern, Vincent W., Geisinger, Kurt F.

An Initial Classification of Noncognitive Student Behavior Grading Items.

Pub Date—Aug 83

Note—43p; Funded by a grant from the Graduate Studies Fund of the New York Province of the Society of Jesus.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Classification, Elementary School Teachers, Elementary Secondary Education, *Grading, Graduate Students, *Report Cards, Secondary School Teachers, *Student Behavior

Identifiers—*Noncognitive Classroom Behaviors

Report-card marking items by which elementary school students' noncognitive classroom behaviors are graded were studied to establish a preliminary classification of behavioral assessment domains.

Two studies were conducted. The first study employed a cluster-analytic approach to a pool of 136 noncognitive behavior-marking items that had been sorted and grouped into homogeneous sets by 16 psychologists and educators. In the second study, a total of 39 elementary school teachers rated a 32-item subset of the larger marking item pool on three scales. Specifically assessed were the degree to which items reflected (1) classroom or task-oriented adaptiveness, (2) interpersonal relationships and skills, and (3) personal adjustment and psychological self-concept. Cluster-analytic and analysis of variance results suggested a general dichotomy in the classification of items: quality of task orientation versus quality of interpersonal relational skills. Disagreement was found between the participants of the two studies in their classification of items dealing with students' self-regulatory behavior and acceptance or practice of normative patterns of socialized conduct. (Areas for further empirical study are discussed.) (Author/RH)

ED 241 167

PS 014 212

Pinderhughes, Ellen E.

Older Child Adoptions and Families' Participation in Post-Placement Support.

Spons Agency—National Institutes of Health (DHHS), Bethesda, Md.

Pub Date—Aug 83

Grant—NIMH-5T32MH16127-04

Note—16p; Paper presented at the Annual Meeting of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Adopted Children, *Adoption, Blacks, *Family Attitudes, Family Characteristics, *High Risk Persons, Interviews, Questionnaires, *Social Support Groups, Whites

Identifiers—*Adoption Bonding Program, *Adoptive Parents

An exploratory study was made to investigate factors possibly related to adoptive families' and adoptive single parents' decisions about participation in a new postplacement support service. Factors under consideration included family background, existing informal supports, attitudes toward mental health professionals, and perceptions of the specific postplacement service. The service under investigation was an adoption bonding program, a variant of family therapy designed to help the family adopting an older child readjust as a new system and build new relationships. Each adopting family was administered an interview schedule and questionnaires were developed specifically for the study. Each question investigated one of three dimensions: (1) availability and use of supports, (2) perceptions about childrearing and mental health, and (3) perceptions about the bonding program. Several factors were found to be related to participation in the service program, including ethnicity, marital status, availability of supports, and impressions of the program assessed. It was concluded that findings suggest the importance of considering such factors in the design and implementation of postadoptive placement supports. (RH)

ED 241 168

PS 014 213

Hinitz, Blythe F.

Selected Pioneers of Early Childhood Education: Their Relevance for Today.

Pub Date—5 Nov 83

Note—12p; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Atlanta, GA, November 3-6, 1983).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

150 Document Resumes

Descriptors—*Early Childhood Education, *Educational History, *Educational Needs, *Educational Practices

Recommendations are made in this discussion concerning priorities for action by early childhood educators, and the history of early childhood education is selectively reviewed to identify patterns supporting these recommendations. It is argued that the experiences of educational pioneers reveal the need to work for program funding from a variety of sources and the need to assure that professional organizations provide support for family-operated child care centers. Similarities and differences between the kindergartens of the early 1900s and Head Start in the 1970s are pointed out. The need for vast changes in the urban job picture to encourage substantive social change and the growing professionalization of early childhood education are also briefly discussed. Concluding remarks focus on ways pioneers of early childhood education overcame their many difficulties—ways, it is asserted, that might well be emulated today. (RH)

ED 241 169 PS 014 214

Robinson, Fay Sulzby, Elizabeth
Parents, Children, and "Favorite" Books: An Interview Study.
Pub Date—[83]
Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Books, *Childhood Attitudes, *Children's Literature, Interviews, *Parent Attitudes, *Preschool Children, Preschool Education, *Story Reading

A total of 15 parents participated in interviews about storybooks selected as favorites by their preschool children. Interviews were set up with the parent who said he or she read most often to the child and focused on one of two books the parent stated was either a greater or more enduring favorite. The parents' responses were content-analyzed and reanalyzed; disagreements, all minor among analysts, were resolved by discussion. Responses fell into eight categories: emergent reading behaviors, "deep meanings," intense affinity, interaction, illustrations, participatory qualities of the books, external factors, and the pool of available books. Discussion cutting across those categories focused on children's behaviors, the books as favorites, parents' behaviors, and the books that were available. Findings indicated that all of the children favored particular books and behaved in ways thought to apply to "precocious" readers or exceptional readers only. Parents' answers suggested the importance of parent/child interaction with books and indicated a range of motivations related to this way of spending time with their children. Many children spent considerable time with parents and books, and owned a wide range of books. Favored books were not children's classics but were mostly inexpensive, softbound, easily available books of the sort often found in drugstores or supermarkets. (RH)

ED 241 170 PS 014 215

Erickson, Martha Farrell Farber, Ellen A.
Infancy to Preschool: Continuity of Adaptation in High Risk Children.
Pub Date—Apr 83

Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Detroit, MI, April 21-24, 1983). Part of the Mother-Child Interaction Project at the University of Minnesota.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), *Attachment Behavior, Comparative Analysis, Developmental Continuity, Developmental Stages, *Developmental Tasks, *High Risk Persons, *Infants, Longitudinal Studies, *Mothers, *Preschool Children, Preschool Education

Identifiers—*Toddlers
Part of a prospective longitudinal study examining factors that account for developmental outcomes for high-risk children, this investigation focused on how successful adaptation at 12 and 18 months is related to adaptation at 24 months, 42 months, and 4.5 to 5 years of age. Assessments at each age were designed to indicate how the child was resolving salient developmental issues. To determine adaptation at 12 and 18 months, the quality of mother/child attachment was assessed. At 24 months, the children were videotaped with their mothers while performing tool-using/problem-solving tasks of in-

creasing difficulty. At 42 months, children were observed with their mothers in four learning tasks requiring mothers to use teaching strategies. Finally, preschool children were rated on several dimensions, including agency, ego control, dependency on teachers for support and nurturance, social skills in the peer group, positive affect, negative emotional tone, and compliance with teachers' directions and suggestions. In addition, teachers were asked to complete the Preschool Behavior Questionnaire and a problem behavior scale. Children securely attached at 12 and 18 months were judged to deal more effectively with important developmental issues at later stages than were anxious-resistant and anxious-avoidant children. Results were also interpreted to provide some evidence for continuity of adaptation in high-risk children. (RH)

ED 241 171 PS 014 217

Klagholz, Leo Cooperman, Saul

Certification Reform.

Pub Date—1 Dec 83

Note—9p.; Paper presented at the Meeting of the National Forum on Excellence in Education (Indianapolis, IN, December 6-8, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Change, Educational Quality, Education Courses, Elementary Secondary Education, Higher Education, *Internship Programs, Student Teaching, *Teacher Certification, *Teacher Education, *Teacher Qualifications, Teacher Selection

Two major problems of state certification of teachers are decline in the quality of teacher candidates and the inability of qualified applicants to be certified without majoring in education. With improved knowledge about how good teachers teach and what is essential for beginning teachers to know, teacher education programs are likely to remain the primary route to a teaching career. However, it is reasonable to explore alternative routes to teacher certification. Prospective teachers without education degrees could be certified after successfully completing subject matter tests, a year-long district-based internship, and evening and/or summer school education coursework. Districts might choose to hire only graduates of teacher education programs or might consider implementing the alternative scheme. Providing an alternative way of certifying teachers will help attain the goal of placing the best teachers before students. (RH)

ED 241 172 PS 014 218

Rich, Dorothy

Focus for Educational Reform: Building a Home-School Infrastructure.

Home and School Inst., Washington, D.C.

Pub Date—83

Note—9p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Improvement, Elementary Secondary Education, *Parent Participation, *Parent School Relationship, School Community Relationship, Student Improvement

The lack of an operational linkage between the educational forces of school, home, and community is a major part of the crisis in the schools today. To reach the widest number of children in the earlier school years, it is vital for schools to connect with the home. An ideal time to begin a coordinated, concerted national effort linking the resources of the home and school is now. Even though the family has changed, parents continue to want to help their children. To help parents do so, schools must find ways to provide information and materials, increase parents' awareness of their importance as "educators," and offer a variety of programs for families to use with children at home. The following recommendations can serve as criteria for developing school programs: (1) link the involvement of parents directly to the achievement of their children; (2) provide opportunities for families to supplement and reinforce children's academic skills at home; (3) initiate local, state, and/or national efforts to expand educational partnership; and (4) provide involvement opportunities at all levels of schooling for as many persons as possible. To assure acceptance and continuation of linking programs, parent/community involvement must be viewed as a legitimate activity of schools and as an integral part of its delivery of services. (BJD)

ED 241 173 PS 014 219

Felton, Dorothy

Excellence and Equity (Ways That Excellence in the Schools and Educational Equity Can Progress Together).

Pub Date—Dec 83

Note—8p.; Paper presented at the Meeting of the National Forum on Excellence in Education (Indianapolis, IN, December 6-8, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Court Litigation, *Educational Equity (Finance), *Educational Improvement, Educational Responsibility, Elementary Secondary Education, *Equal Education, *State Courts

Identifiers—*Excellence, Georgia

Recent litigation in Georgia's courts has concerned the constitutionality of the state's system of funding for education and the issue of equal educational opportunities. The state supreme court has decided that, while the system is a poor one in terms of equalization, it bears a rational relationship to legitimate state purposes and thus does not violate state equal protection requirements. The court also held that plaintiffs had shown serious disparities in educational opportunities in Georgia and that, since current legislation will not eliminate them, solutions must come from lawmakers. These opinions parallel the recommendation in the publication "A Nation at Risk" stating that educators and elected officials should be held responsible for providing the leadership and financial support to achieve reform. Consideration of these and related issues has suggested that (1) the problem of equity involves different types of equity; (2) the best effort and performance must be expected from all students; (3) educational opportunities should extend far beyond traditional institutions of learning; and (4) equity in education requires commitment to achieving excellence at levels ranging from that of the individual learner to that of the nation. Progress of Atlanta schools in addressing needs of minority students stands as an example to the state and the nation of equitable treatment of a diverse population. (RH)

ED 241 174 PS 014 220

Reynolds, W. Ann

College Admissions Requirements: A Contribution to Mediocrity or a Boost to Achievement in High Schools and Colleges.

Pub Date—Dec 83

Note—10p.; Paper presented at the Meeting of the National Forum on Excellence in Education (Indianapolis, IN, December 6-8, 1983).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Admission Criteria, *College Admission, *College School Cooperation, *Educational Improvement, English Curriculum, Enrollment Rate, Higher Education, Mathematics Curriculum, Secondary Education, Skill Development

Identifiers—California

College admissions requirements can be a powerful force toward improved student achievement in high schools and colleges. In January of 1982, California State University adopted more rigorous admission requirements, to become effective in the fall of 1984. Since that decision, morale of high school teachers has improved, and expectations and course criteria have influenced course content. College professors have worked closely with their high school counterparts to devise curricula, understand each other's problems, and participate in summer institutes. In addition to secondary/postsecondary collaboration, the involvement of the private sector has produced funds. Prior to the admissions change, a series of exploratory discussions with high school and junior high school teachers, counselors, administrators, and school board members was conducted. Thus, university faculties and high school staff participated in shaping the specifics of the new requirements, and the response by those in secondary education has been positive. Finally, it can be assumed that higher admission standards will not necessarily jeopardize college enrollments; rather, the expectation is that few students will be blocked by more requirements, and more will persist due to better preparation. (BJD)

ED 241 175 PS 014 222

Jacobs, James N.

Parent Involvement. Remarks.

Pub Date—7 Dec 83

Note—7p; Paper presented at the Meeting of the National Forum on Excellence in Education (Indianapolis, IN, December 6-8, 1983).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Parent Participation, *Parent School Relationship, School Community Relationship, Student Improvement

Identifiers—Ohio (Cincinnati)

Research in the Cincinnati public schools indicates that parent involvement in schools can have a major positive impact on education. Specifically, studies have shown that (1) parent involvement can help improve academic achievement and behavior and increase student attendance, (2) parents want to be involved in school, (3) schools need to be flexible in defining parent participation, (4) schools need to take the initiative in establishing communication and participation, (5) involvement needs to be extended into the community, and (6) nonparents should also be involved. (BJD)

ED 241 176

PS 014 223

Hazen, Nancy L. Volk-Hudson, Sue

Young Children's Use of Spatial Context in Mem-

ory.

Pub Date—Mar 79

Note—29p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, CA, March 15-18, 1979).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Age Differences, Cues, *Preschool Children, Preschool Education, *Recall (Psychology), *Spatial Ability

Identifiers—*Context Effect, *Spatial Context

Two studies were conducted to determine whether preschool children automatically use spatial context to aid recall of objects or whether the ability to use spatial context as a retrieval aid is a deliberate mnemonic strategy that develops later. In the first experiment, a total of 32 children (16 aged 3 and 16 aged 4) participated in a memory task under three conditions varying in type of recall (free or cued) and in the presence or absence of spatial context. Spatial context was found to facilitate older children's recall of items. In the second experiment, the sample size was increased to 48. Children participated in a training procedure in which they labelled 13 large toy props that had stable spatial locations in a small playroom. After the subjects' play with the objects was recorded, the children were brought out of the room, and the objects were removed. Subjects were brought back to the room and were asked to recall the missing items under one of two conditions (with spatial context either present or absent). After the recall task, children were encouraged to find the missing items and to help return them to their original locations. Results indicated that the mean number of objects recalled was greater for both older and younger preschoolers when they recalled within the spatial context than when they did not. (RH)

ED 241 177

PS 014 225

Swick, Kevin J. Land, Betty Lou

The Long Term Influence of a Kindergarten Parent

Involvement Program.

Pub Date—Mar 84

Note—14p; Paper presented at the Annual Conference of the Southern Association on Children Under Six (35th, Lexington, KY, March 6-10, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, Comparative Analysis, Grade 1, Grade 2, Grade 3, *Kindergarten Children, Longitudinal Studies, *Parent Participation, Primary Education, *Reading Achievement

Identifiers—*Right to Read

A longitudinal study was conducted to compare the reading achievement of students involved in the Right-to-Read Project with that of those not involved in the project. Specifically, to assess the long term effects on pupils whose parents participated in a program stressing parent involvement in the learning process, measures of the achievement of kindergarten children in three school districts were taken after 1, 2, and 3 years of participation. Students in stanzas 1, 2, and 3 on the Metropolitan Readiness Test were selected under the assumption that they would most likely experience difficulty in school

tasks. Results indicated no significant differences across the three districts over the 3-year span or between program participants and nonparticipants. Implications for educators include suggestions for the design of parent education/involvement/participation programs. (BJD)

ED 241 178

PS 014 233

Cross, Alice

Program Design for Developing Law Awareness in Primary Grade Children.

Nova Univ., Fort Lauderdale. Center for the Advancement of Education.

Pub Date—Jun 83

Note—131p; Ed.D. Practicum, Nova University. Pub Type—Dissertations/Theses—Practicum Papers (043)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—Career Exploration, *Citizenship Education, Community Involvement, Crime, *Elementary School Students, *Kindergarten Children, Practicums, Primary Education, Questionnaires, School Newspapers, Teaching Methods

Identifiers—Florida (Orange County), *Law Related Education

A practicum project was designed and implemented to improve and increase kindergarten through third-grade students' awareness of responsible citizenship. To attain this goal, efforts were made to (1) insure that teachers became knowledgeable about teaching strategies that impart an awareness of law-related concepts; (2) increase students' awareness of the law and citizen responsibilities through increased community involvement; (3) expose students to careers within law agencies; and (4) develop a medium through which pupils in kindergarten through sixth grade can show the community and other classes their growth in citizenship skills. Results of student pretests and posttests, teacher questionnaires, records of visiting community resource personnel, implementation of career units, and three published editions of a student newspaper provided evidence that the goals of the practicum had been attained. (RH)

ED 241 179

PS 014 236

McMurtry, Doyleen

Resolving Student Teacher Staffing Difficulties in the Community College Laboratory Nursery School through Preservice Orientation Techniques.

Nova Univ., Fort Lauderdale. Center for the Advancement of Education.

Pub Date—Aug 83

Note—131p; Ed.D. Practicum, Nova University. Pub Type—Dissertations/Theses—Practicum Papers (043)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—Community Colleges, Early Childhood Education, *Emotional Experience, *Laboratory Schools, Nursery Schools, *Orientation, Postsecondary Education, Practicums, Preservice Teacher Education, *Social Support Groups, *Student Teachers

Identifiers—California, Solano Community College CA

For implementation prior to and during the first few weeks of field practice, a preservice orientation program was developed to provide student teachers with appropriate philosophical and practical information as well as affective/social support. Students were affiliated with a community college laboratory school and varied widely in ability. Goals of the practicum included facilitating smoother transitions in the laboratory school from semester to semester, lessening anxiety, increasing confidence, and increasing retention in the student teacher program. Planning methods included a survey of prior student teachers in the laboratory school and a survey of other California community colleges with early childhood education programs. The completed orientation program included a slide show presentation, provision of a folder of written materials, a tour, an introductory staff meeting, and 6 weeks of extended educational content and supportive social interaction. Students experiencing the orientation program found it useful and helpful and felt "better prepared" for field practice, but their reported anxiety levels were still high. In general, however, student retention and attendance were improved following the orientation program. (Author/RH)

ED 241 180

PS 014 237

Murphy, Jo-Anne

The Development of a Support Group and Network

for the Parents of Special Needs Children.

Nova Univ., Fort Lauderdale. Center for the Advancement of Education.

Pub Date—Mar 83

Note—81p; Ed.D. Practicum, Nova University.

Pub Type—Dissertations/Theses—Practicum Papers (043)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—*Disabilities, Elementary School Students, *Parent Education, *Parent School Relationship, Practicums, Public Schools, Questionnaires, *Social Support Groups, *Special Education, *Workshops

The practicum described in this report addressed the expressed need and desire of parents of special needs children in Marblehead Massachusetts to participate in a support group to help solve mutual problems and discuss shared frustrations. A series of four workshops for parents was developed. Goals of the practicum were (1) to have parents take over the management and direction of the group; (2) to improve communications between the school system and the parents by having school staff present information at scheduled workshops; and (3) to have parents reach out to one another and establish their own network of individual support. Of the parents who attended the workshops, more than 75 percent indicated that these goals were met, decided to continue the group, and stated that the meetings were very successful. (Author/RH)

ED 241 181

PS 014 238

Yogman, Michael W.

Father's Roles with Children and Youth: Present at Birth, Discouraged, Thereafter?

Pub Date—10 Nov 83

Note—16p; Paper presented at the Hearing: Paternal Absence and Father's Roles before the Economic Security Task Force, Select Committee on Children, Youth and Families, U.S. House of Representatives (Washington, DC, November 10, 1983).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Child Development, *Children, Family Environment, *Fathers, *Infants, Neonates, *Parent Child Relationship, *Parent Role, Parent School Relationship, Play

Identifiers—House of Representatives

Research on the relationship between fathers and their children was provided to the Select Committee on Children, Youth and Families. Six areas were highlighted in terms of what has been learned about the father/child relationship, what information is still needed, and policy implications. Principal assertions included the following points: (1) fathers are increasing their involvement in family life in all subcultures and social classes, and this trend is likely to continue; (2) fathers can and do form significant meaningful relationships with their infants right from birth; (3) fathers are more likely to be their infant's play partner and have a qualitatively distinct style of play that is more stimulating and arousing than play among mothers and infants; (4) father's actual ongoing involvement with his child is influenced by forces within the family (mother's wishes, marital quality) and by forces outside the family (illness, job loss); (5) involvement of fathers during perinatal period is at a high level, currently approaching 100 across social classes and subcultures; (6) father participation in school programs and involvement with older children seems to diminish rapidly after infancy. (Author/BJD)

ED 241 182

PS 014 239

Brink, Satya

Planning for Quality Parks and Play Spaces in High Density Areas.

Pub Date—Aug 83

Note—8p; Paper presented at the Canadian Parks and Recreation Conference (Saint John, New Brunswick, Canada, August 16, 1983).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Design Requirements, Innovation, Local Legislation, *Park Design, *Playgrounds, Space, Time

Identifiers—*Ontario

Discussed are limits and constraints associated with the design of small urban parks located in such a way as to optimize use. Factors affecting design strategies and solutions are listed, and four major design strategies are examined. Specifically, strategies involve space, time, innovative designs, and

municipal laws and by-laws. (RH)

ED 241 183 PS 014 241

King, Margaret A. Karlsen, Alfred L.
The Black Child: Some Sociocultural Considerations.

Pub Date—[79]

Note—22p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Black Culture, *Black Dialects, *Black Education, Cultural Differences, *Educational Needs, Elementary Secondary Education, Family Environment, Questionnaires, Racial Bias, Racial Differences, Self Concept, Socialization, *Sociocultural Patterns

This study presents a framework for instructional programs based on four assumptions about the sociocultural background of black children: (1) black children share a common cultural heritage, a history of oppression and racial injustice in America; (2) black children grow and develop in a family environment that is historically different in customs and organization from that of the dominant culture; (3) black communities are instrumental in supporting attitudes, beliefs, and values of black people, thus enhancing self-concepts of black children; and (4) black children have unique abilities and strengths that help them to deal effectively with their environment. A questionnaire about these assumptions and about planning programs based on them was sent to 55 black scholars of whom 35 (63 per cent of the sample) responded. There was generally high agreement among the scholars, specifically concerning the importance of cultural heritage, family, and community, and the development of unique black strengths. Items generating low agreement concerned the importance of monthly workshops, familial styles and structures, employment of teachers from the community, and acceptance of black children's language in school. Staff members of eight black participant programs were also interviewed; their responses revealed that most programs made no effort to consider black sociocultural background as a necessary part of educational needs. Findings suggest that educators must become sensitive to cultural differences among children and develop programs responsive to the needs of all. (BJD)

ED 241 184 PS 014 244

Zimmerman, Judith D. And Others
Distribution of Childrearing Demands.

Pub Date—Nov 82

Note—7p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bias, *Child Rearing, Demography, Economics, *Family Characteristics, Longitudinal Studies, *Parent Responsibility, Research Methodology

The tools of economic analysis were applied to demographic data in order to develop a social indicator measuring the extent of inequality in the distribution of childrearing responsibility in households from 1940 to 1980. With data drawn from the Current Population Survey of the Bureau of the Census, a "demand intensity" measure was developed. This measure depicts the combination of children and adults in households and arranges households by the relative weight of demands placed on household resources by the number of children present. The Lorenz curve and Gini coefficient methodology were used to analyze the data. Major findings indicated that the distribution of childrearing demands was somewhat more equal during the period from 1940 to 1960 than during the subsequent two decades. However, it was found that, after a shift toward greater equality between 1950 and 1960, the degree of inequality in childrearing responsibilities has increased since 1960. (Implications of the findings for public policy are briefly discussed.) (RH)

ED 241 185 PS 014 245

Wolfe, Barbara L. And Others
Training Guide: Development and Implementation of the Individual Service Plan in Head Start.

Cooperative Educational Service Agency 12, Portage, Wis.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C. Project Head Start.

Pub Date—82

Grant—ACYF-5001-1/H

Note—72p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF04/PC30 Plus Postage.

Descriptors—Classroom Environment, *Clinical Diagnosis, Educational Objectives, *High Risk Persons, *Individualized Instruction, Individual Needs, Inservice Teacher Education, Instructional Materials, Learning Activities, Postsecondary Education, *Preschool Children, Preschool Education, Preschool Teachers, Program Development, Program Implementation, Records (Forms), Scheduling, Screening Tests, *Student Evaluation, Task Analysis, Teacher Education, Workshops

Identifiers—*Individual Service Plans, Project Head Start, *Screening Procedures

Containing content and materials for 14 workshops, this training guide has been developed to assist Head Start programs in developing and implementing individual service plans (ISPs) for high-risk preschool children. Differing from the public schools' individual education programs, the ISP addresses all educational needs of the child as well as needs in other component areas, such as health, nutrition, parent involvement, and social services. The first four workshop topics cover screening, diagnosis, educational assessment, and component assessment procedures. Development of the ISP is subsequently covered in workshop material concerned with (1) writing a rationale for the ISP; (2) conducting ISP conferences and related home visits; (3) writing statements of the child's current level of functioning; (4) establishing long term goals for each area of development; (5) writing short term objectives and instructional objectives in behavioral terms; and (6) completing ISP sections having to do with special services, materials, person(s) responsible, evaluation criteria, and time lines. ISP implementation is covered in workshop material focusing on analyzing tasks, writing activity charts, and planning the classroom environment and schedule. The final workshop focuses on "transitioning" (i.e., helping handicapped children make the transition into the public school system). Six appendices provide references, excerpts from related books, guides to screening and assessment activities, and directions for developing ISP packets and videotapes. An ISP for use in training activities is included in the last appendix. Forms useful for developing ISPs are provided throughout the training guide. (RH)

ED 241 186 PS 014 252

Academy for the Advancement of Teaching and Management.

New Jersey State Dept. of Education, Trenton.

Pub Date—Jan 84

Note—12p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Finance, *Educational Improvement, Educational Objectives, Educational Planning, Elementary Secondary Education, *Inservice Teacher Education, *Instructional Improvement, *Management Development, Principals, Resource Staff, Teachers, Team Training

In response to the national impetus for improvement in education, New Jersey officials have proposed the creation of the Academy for the Advancement of Teaching and Management, an organization designed to raise the standards of professional skills for teachers and principals. The organization will train teachers and administrators for 2 years in specific structured teaching and instructional management practices. Participation will be voluntary, with elected schools sending a team of three to five teachers and the building principal. Various training programs, based upon different instructional strategies and approaches, will be offered. Trained teams will subsequently demonstrate and train others. This program, planned for joint funding, will be staffed by a director/trainer, several permanent staff trainers, a 1-year resident visiting expert, outside consultants, and one local teacher/instructional practitioner. In order to foster effective schooling, goals and objectives include activities intended to promote change in school environmental and social conditions. (BJD)

ED 241 187 PS 014 257

Local District Planning Model Guidebook.

New Jersey State Dept. of Education, Trenton.

Pub Date—1 Mar 83

Note—46p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Planning, Elementary Secondary Education, Guidelines, Models,

*School Administration, *School Districts

Identifiers—*New Jersey

The purpose of this guidebook is to assist chief school administrators of New Jersey's schools in the development of educational objectives and plans of action. Section 1 discusses district submission procedures, including description of the procedure to be followed, basic requirements, and review and approval processes. Section 2 presents a model of a basic planning process that features a sequence of questions meant to assist district administrators as they progress from identifying needs to developing plans of action. Elements of the model are identifying priorities, defining priority needs, developing a plan of action, and analyzing accomplishments. Section 3 consists of 16 questions and answers focusing on requirements and provisions related to plans of action, the planning process, and the recording format. Section 4 offers a glossary of terms, and an appendix provides five sample action plans. (RH)

ED 241 188 PS 014 260

Sharp, Kay Colby

Quantity or Quality of Strategies: Which Indicates

Competency in Social Problem-Solving?

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Apr 83

Grant—NSF-BNS-8107334

Note—15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Detroit, MI, April 21-24, 1983).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Observation Techniques, *Interpersonal Competence, *Preschool Children, Preschool Education, *Problem Solving, *Social Behavior, *Social Cognition

Identifiers—Project Head Start, *Social Interaction

Examined were preschoolers' naturally occurring behaviors during their attempts to gain, maintain, and regain materials, space, and peers' attention/interaction in the classroom. The major question addressed was, Are there differences between "most" and "least" competent preschoolers in terms of (1) frequency and type of problem involvement, and (2) the number and type of strategies used to resolve problems? Subjects were 28 children attending one of four Head Start classrooms in two geographical locations. Teachers rated children's social behavior on two instruments: Kohn's Social Competence Scale (KCS) and the Hahnemann Preschool Behavior Rating Scale (HPBS). (The KCS measures interest/participation and cooperation/compliance, while the HPBS measures emotionality, impatience, and aggression.) The 14 least competent children were those who ranked lowest on cooperation/compliance and highest on all three factors of the HPBS. The 14 most competent children were those who ranked highest on both factors of the KCS and average on aggression and impatience. Using a focal child/time-sampling procedure, children were observed for fifty 1-minute intervals. A total of 16 strategies for solving problems and 4 general categories of behavior not related to problems were observed; additionally, a written record was made of several dimensions of observed behaviors. Results indicated differences in strategies most and least competent preschoolers used to solve interpersonal problems. (RH)

RC

ED 241 189 RC 014 064

Gover, Maggie

You Don't Have to Be Poor to Be Indian: Readings in Resource Development.

Americans for Indian Opportunity, Inc., Albuquerque, N. Mex.

Spons Agency—Economic Development Administration (DOC), Washington, D.C.

Pub Date—Nov 81

Note—187p.

Pub Type—Guides - Non-Classroom (055)—Opinion Papers (120)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Administration, Agriculture, American Indian Reservations, *American Indians, Banking, Case Studies, Coal, Consultants, *Decision Making, Developing Nations, *Economic Development, Economic Opportunities, Energy, Federal Indian Relationship, Forestry, Leader-

ship, Mining, *Natural Resources, *Self Determination, Taxes, Tourism, Treaties, Tribal Sovereignty, Tribes, Trust Responsibility (Government)
 Identifiers—Colorado River Indian Tribe, Fishing Rights, Negotiation Processes, *Resource Development, Uranium Mining

This book contains discussions of many of the problems that tribal decision makers must face. It is intended to supply information that may be useful in making future development decisions and to suggest options for Indian control of Indian resource development. The book contains chapters on economic development and long range planning; parallels between American Indian tribes and developing nations such as the Pacific island of Nauru; barriers to development; tribal sovereignty versus economic development; choosing tribal advisors; dealing with developers, including negotiating with the federal government and with mining companies and developing taxation methods; dealing with financial institutions; opening Indian reservations to tourism; federal management of Indian forest lands; Indian fishing rights; Indian agriculture and the Colorado River Indian Tribe's tribal farm; energy resources; coal and uranium on reservation lands; and the impact of development decisions on the tribes. (SB)

ED 241 190 RC 014 138

Smith, Kenneth
 Teaching in Rural Based Reading Programs: Some Observations.

Pub Date—84
 Note—4p.
 Journal Cit—Rural Education Review; v5 n2 p2-4
 Dec-Jan 1983-84
 Pub Type—Journal Articles (080) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—College Programs, Delivery Systems, Elementary Secondary Education, Guidelines, *Instructional Improvement, *Reading Instruction, Rural Areas, *Rural Education, *Rural Schools, *Small Schools, *Teacher Education, Teacher Improvement, Teacher Responsibility
 Identifiers—PF Project

The curricular and extracurricular responsibilities of teaching in a small school district require uniquely prepared teachers. Rural teachers often need additional background in instructional methods for teaching reading, content areas other than their specialty, discipline techniques, use of community resources, and individualized diagnosis and prescription. A very important issue is the delivery of college-level educational programs to teachers in isolated areas. Eastern Oregon State College has risen to the challenge of delivering services in a variety of ways. To improve instruction in reading/study skills, rural teachers and administrators should: develop a resource network; be aware of professional organizations; take advantage of small classes; be aware of their role in the reading/language arts scope and sequence; consider peer tutoring or cross-grade activities; obtain a wider skill range of materials; discuss the district's reading/language arts program; create inservice time; seek workshops as a group; target reading/study skills as an inservice focus; develop a parent-volunteer program; create communication between itinerant specialists and teachers; subscribe to professional journals; use regional college libraries; adapt instruction for gifted students; explore research in learning and teaching styles; share successful activities; look at the value of microcomputers; read current literature on reading instruction; and get additional training in reading. (DC)

ED 241 191 RC 014 142

Toothman, Maryann Jensen, Denise
 Information About Indians of Iowa.
 Area Education Agency 7, Cedar Falls, IA.
 Pub Date—80

Note—195p.; Copyrighted materials on pages 56 and 85 removed.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*American Indian Culture, American Indian Languages, American Indian Reservations, *American Indian Studies, Ancient History, Art, Conflict Resolution, Cultural Awareness, Cultural Background, *Cultural Context, Cultural Differences, *Culture Conflict, Ethnic Studies, Government (Administrative Body), Government Role, Instructional Materials, Intermediate Grades, Junior High Schools, Learning

Activities, Religion, Social Environment, Social History, Social Problems, Social Studies, State History, Teacher Developed Materials, Tribes, United States History, Units of Study
 Identifiers—Iowa, PF Project

An intermediate or junior high level unit on Indians indigenous to Iowa focuses on history, culture, and cultural conflict between the Indians and white Americans. Many of the materials can be adapted for use in other states or for a more general unit on American Indians. Twenty lessons cover the location of Iowa; prehistoric Iowa; Indian society prior to the arrival of Europeans; Oneota; the distribution of Indian tribes in Iowa; Indian food, clothing, welfare, and religion; transportation, communication, society, and government; arts; cultural conflict; Indian removal from Iowa; reservations; Indian cultural contributions to Iowa; and contemporary Indian life. Each lesson contains objectives, activities, readings, and illustrations. Suggestions for culminating activities, a glossary, and a bibliography are also provided. This document is one of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (LP)

ED 241 192 RC 014 248

Come Closer around the Fire. Using Tribal Legends, Myths, and Stories in Preventing Drug Abuse.

Center for Multicultural Awareness, Arlington, Va.
 Spons Agency—National Inst. on Drug Abuse (DHHS), Rockville, Md. Div. of Resource Development.

Report No.—DHEW-ADM-78-741
 Pub Date—78
 Contract—271-77-4523
 Note—39p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-024-00821-4).

Pub Type—Guides - Non-Classroom (055)
 EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Alaska Natives, American Indian Culture, *American Indian Literature, *American Indians, Art Activities, Cultural Differences, Dramatics, *Drug Abuse, Elementary Secondary Education, Legends, Mythology, *Prevention, Story Reading, *Story Telling, *Youth

Intended for people working in drug abuse prevention or trying to help American Indian youth feel pride in themselves and their culture, the booklet provides specific guidelines on how to use tribal stories in preventing drug abuse. Following a brief introduction to drug abuse problems and prevention strategies, the booklet explains three kinds of American Indian stories: the "How It Came to Be" stories, which explain almost everything; the Hero stories, which tell how young people overcome great obstacles to achieve their goals; and the Trickster stories, which are humorous reminders not to take life too seriously. According to the guide, the stories are good drug prevention tools because they touch the heart, spirit, and mind; give examples of how to deal with problems; help develop self-awareness and self-esteem; and can be the basis of many activities. The booklet includes specific guidelines for telling, dramatizing, collecting, and illustrating the stories. It includes four sample stories to use in drug abuse prevention: the Cherokee story "How the Raccoon Got Rings on His Tail," the Nez Perce story "Coyote Breaks the Fish Dam at Celilo," the Blackfoot story "Scarface," and the Micmac story "The Invisible Hunter." (SB)

ED 241 193 RC 014 288

Ediger, Marlow
 Old Order Amish, Culture, and the Language Arts.
 Pub Date—[83]

Note—9p.
 Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Rating, *Amish, Capitalization (Alphabetic), Elementary Education, Grade 3, Grade 4, Grade 6, Grade 7, Grade 8, *Language Arts, Language Usage, One Teacher Schools, Punctuation, Rural Education, *Scores, Spelling

Identifiers—*Iowa Tests of Basic Skills, *Pleasant Hill School IA

During the 1979-1980 school year, 23 Old Order Amish pupils in the Pleasant Hill School near Bloomfield, Iowa, took the Iowa Test of Basic Skills. On the language arts subtest, five of six third grade students ranked above 50% in capitalization, four ranked above 50% in spelling and punctuation, and three ranked above 50% in usage. Four third grade

students ranked above 50% overall. Among seven fourth graders, five ranked above 50% in spelling, four ranked above 50% in punctuation and usage, and two ranked above 50% in capitalization. Overall, four ranked above 50%. Among five sixth graders, four ranked above 50% in spelling, punctuation, and usage, and three ranked above 50% in capitalization. Overall, four ranked over 50%. Among three seventh graders, two ranked over 50% in spelling and usage and one in capitalization and punctuation. Only one seventh grader ranked over 50% overall. Both eighth graders ranked over 90% on all measures except capitalization, in which one student's score fell to 62%. Both ranked over 90% overall. Despite variation among themselves and among grades, students were strongest in spelling and weakest in capitalization. Fifteen ranked over 50% on the total language arts subtests. (SB)

ED 241 194 RC 014 507

Dysart, Brent, Comp.
 Interpretation Seminar Proceedings (Irondale, Ontario, Canada, September 21-23, 1983).

Council of Outdoor Educators of Ontario.
 Pub Date—Oct 83
 Note—44p.

Pub Type—Collected Works - Proceedings (021)
 EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Conservation (Environment), Conservation Education, Cultural Background, *Environmental Education, Experiential Learning, Foreign Countries, *History Instruction, Outdoor Education, Personnel Selection, Program Design, *Program Development, *Program Evaluation, *Urban Studies

Identifiers—Hands on Experience, Historic Sites, *Interpretation (Environmental), *Natural History, Ontario

The proceedings contain the text of the major presentations to the interpretation seminar, held September 21-23, 1983 at Bark Lake, Irondale, Ontario, and attended by 66 participants. The proceedings contain the keynote address, which defined interpretation for the participants, and 11 other presentations dealing with planning and evaluating interpretation programs (including videotaped critiques and planning first hand experiences), interpretation in the natural setting (such as Wye Marsh), interpretation in the urban setting (such as Toronto), and interpretation in the historical setting (such as Black Creek Pioneer Village and Sainte Marie Among the Hurons and on past and present travel routes in southern Ontario). The proceedings list names and addresses of participants and workshop leaders. (SB)

ED 241 195 RC 014 568

Horwood, Bert
 The Anatomy of a Learning Experience.

Pub Date—Sep 82
 Note—12p.; Paper presented at the Annual Association for Experiential Education Conference (Arcata, CA, September 1982).

Pub Type—Speeches/Meeting Papers (150)
 EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Content, Course Evaluation, Course Objectives, Educational Assessment, *Experiential Learning, Group Experience, Higher Education, *Interdisciplinary Approach, Learning Activities, *Learning Experience, Learning Processes, Literature Reviews, *Models, Outdoor Activities, Relevance (Education), Risk, *Student Educational Objectives

Analysis of recent literature on experiential education provides material for a model for learning experiences in experiential education. The model is constructed from six interconnected and overlapping parts, ranging from the profoundly foundational to the more specifically tactical. First, the learning experience attends to the human condition. Second, the learning experience transcends the boundaries of academic or other disciplines. Third, learning experiences are rich in group interaction while simultaneously promoting autonomy and independence of individuals. Fourth, the learning experience is risk-laden. Fifth, the experience involves a 3-part learning sequence: readiness, action/performance, and reflection. The final characteristic of a learning experience is the high degree of concreteness or reality of the action phase. A university English course called "Self-Reliance in a Technological Society" provides a check on the model. In the course, students read and discussed a variety of literature on self-reliance, while simultaneously buying, renovating, and selling a small house; all six critical ingredients of the model were present in the

course. (MH)

ED 241 196 RC 014 574**The Grolier Survey: What Parents Believe about Education.**Research and Forecasts, Inc., New York, N.Y.
Spons Agency—Grolier Inc., Danbury, CT.

Pub Date—Aug 83

Note—86p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.**Descriptors**—Academic Achievement, Academic Aspiration, Differences, *Educational Attitudes, *Educational Benefits, Educationally Disadvantaged, Educational Objectives, Elementary Secondary Education, *Minority Groups, *National Surveys, Needs Assessment, *Parent Attitudes, Parent Participation, *Parent School Relationship, Regional Characteristics, Research Methodology, School Schedules, Teacher Salaries**Identifiers**—Grolier Survey

Grolier Incorporated sponsored a national random-sample survey of 645 parents, aged 18 and over, to discover attitudes about education. The survey paid considerable attention to aspirations of America's nonwhite citizens. Results indicated that parents sought involvement in local schools, cherished the impact of education for life enrichment at every level, valued basic skills highly, placed particular importance on children's education if they themselves were isolated through educational disadvantage or social discrimination, and, on some issues, demonstrated marked geographical differences in belief patterns. A majority (75%) agreed that a major purpose of education was to achieve financial success; 96% believed that education's primary purpose was to enrich the quality of a person's life. Parents were committed to a specific priority of subjects in grades one through eight: English first, then math, with science, social studies, and computer science tied for third. Education was viewed as a path to a better future by those in difficult circumstances. Faith in the promise of opportunities opened by education remained strong among nonwhites. Few parents wanted to tamper with current school year length. A majority (60%) believed teachers' salaries should be improved. Graphs and tables present percentages of answers to specific questions. Survey methodology is described. (MH)

ED 241 197 RC 014 576

Vela, Jesse

Texas Migrant Inter/Intrastate Program.

Pub Date—82

Note—19p.

Language—English; Spanish

Pub Type—Reports - Evaluative (142) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC01 Plus Postage.**Descriptors**—Counseling Services, *Credits, *Educational Cooperation, *Migrant Education, Non-traditional Education, *Organizational Objectives, Parent Participation, Program Implementation, School Counselors, Secondary Education, *Secondary Schools, Secondary School Students**Identifiers**—*Secondary Credit Exchange, *Texas

The Migrant Interstate Project was designed to promote the cooperation and coordination of any Texas schools that provide services to secondary migrant students. The project placed primary emphasis on credit accrual and exchange activities and planned other project components focusing on counseling, guidance, and parental involvement. For 1981-1982, the project staff proposed 12 implementation objectives with accompanying activities: (1) continued familiarization with migrant education; (2) 20 presentations to parent advisory committees about the secondary credit exchange program; (3) presentations at service centers about the secondary credit exchange program; (4) 10 presentations to rural school districts about secondary alternative programs for migrant students; (5) updating of the operational guide on secondary credit exchange; (6) utilization of articles, television, and radio for public and professional awareness of the secondary alternative programs for migrant students; (7) continued professional growth through conferences and inservice training; (8) provision of workshops and staff development for counselors; (9) production of audio-visual aids for counselors; (10) coordination of parental involvement activities such as workshops, presentations, guides, and films; (11) dissemination of information to assist national and state secondary schools in coordinating intra- and

interstate credit exchange; and (12) consultation to professional associations, organizations, and parent advisory councils. The Spanish translation constitutes the second half of the document. (SB)

ED 241 198

Marrs, Lawrence W.

A Band Wagon without Music: Preparing Rural Special Educators.

Murray State Univ., KY. Dept. of Special Education.

Pub Date—Aug 83

Note—24p.

Available from—National Rural Project (NRP), Murray State University, Doran House, 1603 Hamilton Ave., Murray, KY 42071 (\$5.00).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.**Descriptors**—*College Curriculum, *College Role, Community Involvement, *Curriculum Development, Curriculum Enrichment, Disabilities, Educational Strategies, Higher Education, Learning Modules, *Preservice Teacher Education, Relevance (Education), *Rural Education, Rural Urban Differences, Special Education, *Special Education Teachers, Teacher Attitudes, Teacher Recruitment**Identifiers**—*National Rural Project

Difficulties in recruiting and retaining rural special educators relate directly to deficiencies in teacher preparation programs, which are not providing their budding professionals with appropriate instruction to insure success and survival as rural special educators. In December 1982, a National Consortium of Universities Preparing Rural Special Educators was formed to participate in the development of curriculum designed specifically for rural preservice programs. Also, 37 universities and colleges across the country agreed to field test 10 preservice curriculum modules developed by the National Rural Project and to modify them to suit their needs, with the modifications recorded via cassette tape logs. The modules are based on competencies designed for infusion into ongoing special education programs, and include personal development skills and effective survival strategies, alternative instructional arrangements and delivery systems for low-incidence handicapped students, involving citizens and agencies of rural communities in cooperative programming for handicapped students, working with parents of handicapped students, working with peer professionals in rural environments, creative resource identification, and a rural preservice simulation. Personnel specifically trained to work with rural handicapped populations will have greater personal as well as professional success. Ninety-two curriculum elements to be included in preservice modules are listed. (MH)

ED 241 199

Marrs, Lawrence W.

Generic Problems or Solutions in Rural Special Education.

Murray State Univ., KY. Dept. of Special Education.

Pub Date—Aug 83

Note—23p.

Available from—National Rural Project (NRP), Murray State University, Murray, KY 42071 (\$6.00).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.**Descriptors**—Change Strategies, Community Involvement, Community Resources, Cooperation, Elementary Secondary Education, Financial Support, *Leadership Styles, Local Issues, *Models, Network Analysis, *Personality Traits, *Problem Solving, *Rural Education, Services, Special Education, *Special Education Teachers, Teacher Recruitment

While most rural special education leaders agree on the universality of certain problems (funding inadequacies, personnel recruitment/retention, transportation, low-incidence handicapped populations, staff development needs, resistance to change) in rural areas, no agreement exists regarding generalizable solutions which will work in all rural areas. Relationships between leadership skills, resources, and community and school system infrastructures must be taken into account when solving such problems. Marrs' Law of Non-Absolutes is contained in two axioms which must be considered: (1) Everything in life is on a continuum, and (2) There is no such thing as a pure model. The leadership skills dimension includes 10 components, each possessed to some degree by most special educators: interper-

sonal skills, negotiation skills, creativeness, logical abilities, self confidence, assertiveness, proactive planning, organization development, communication, and self-renewing abilities. Consideration of community and school system infrastructures requires understanding of formal and informal organizational structures, communication networks, raison d'être, service/social/professional organizations, and movers and shakers. The resources dimension includes not only four traditional resources (budgets, personnel, time, space), but also requires attention to external funding, collaboration, community involvement, flexibility, recruitment/retention strategies, and technology. Successful rural special educators integrate these factors to serve the best interest of the handicapped. (MH)

ED 241 200

Helge, Doris

Models for Serving Rural Children with Low-Incidence Handicapping Conditions.

Murray State Univ., KY. Dept. of Special Education.

Pub Date—Aug 83

Note—32p.

Available from—National Rural Project (NRP), Murray State University, Doran House, 1603 Hamilton Ave., Murray, KY 42071 (\$6.00).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.**Descriptors**—Children, *Community Characteristics, *Delivery Systems, *Disabilities, Educational Planning, Elementary Secondary Education, *Models, Program Design, Rural Areas, *Rural Education, School Districts, Special Education, *Student Characteristics**Identifiers**—*Low Incidence Disabilities, Public Law 94 142

Although rural children with mild or moderate handicaps have been integrated into the regular classroom, children with severe or low-incidence handicaps continue to be underserved by rural schools. Traditional service delivery models are inadequate in rural areas where many levels of the traditional service continuum and adequate staff and funding do not exist. Because of the diversity of rural communities, no one service delivery model can satisfy all situations. Instead, planners must design service delivery models specifically for the system and subculture in which they will be implemented. When designing service delivery systems for rural handicapped students, planners must consider 15 community and district factors, their interrelationships, and their combinations. The factors include population, climate, geography, economic lifestyle, student ages, disabilities, cost efficiency, personnel attitudes, resources, distance to services, language spoken, cultural diversity, district-resource relationship, local communication and power structures, and district special education history. Planners must also consider 10 district variables including equipment, facilities, finances, staff development system, transportation, staffing, parent involvement and training, community involvement, governance system, and interagency collaboration. The article summarizes 10 successful service delivery models for serving rural children with low-incidence handicaps. (SB)

ED 241 201

Marrs, Lawrence W.

Should a Special Educator Entertain Volunteers: Interdependence in Rural America.

Murray State Univ., KY. Dept. of Special Education.

Pub Date—Aug 83

Note—24p.

Available from—National Rural Project (NRP), Murray State University, Doran House, 1603 Hamilton Ave., Murray, KY 42071 (\$6.00).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.**Descriptors**—Community Involvement, Community Resources, Community Role, Community Support, *Delivery Systems, *Disabilities, *Human Resources, Human Services, Linking Agents, Needs Assessment, Networks, Normalization (Handicapped), Rural Population, *Rural Schools, School Community Relationship, Special Education Teachers, Voluntary Agencies, *Volunteers, Volunteer Training**Identifiers**—Interdependence, *National Rural Independent Living Network

The National Rural Independent Living Network, funded to Murray State University (Kentucky) by the National Institute of Handicapped Research, is

developing Community Independent Living Service Delivery Systems (CILSDS) for rural people with disabilities which will be housed in over 500 communities by early 1986. The CILSDS, staffed by citizen volunteers and professionals, are currently located in 20 communities and are linked by a network of individual volunteers, existing service and social clubs, libraries, churches, country stores, volunteer fire departments, and numerous other agencies and organizations that wish to help their disabled neighbors lead relatively independent lives. Project staff spend time in each community identifying residents who have disabilities and determining their independent living needs, as well as assessing community volunteer resources. Creating CILSDS is a natural extension of dynamic and community-responsive public school special education programs. Involving trained volunteers in the provision of services to people who have disabilities can reflect positively on schools and human service agencies. The CILSDS can become focal points for total community interdependence across a wide band of services. A diagram showing lay citizenry resource networks and professional resource networks, linked through the central core of the public school, is provided. (MH)

ED 241 202

RC 014 598

Helge, Doris

The State of the Art of Rural Special Education. Murray State Univ., KY. Dept. of Special Education.

Pub Date—Aug 83

Note—37p.

Available from—National Rural Project (NRP), Murray State University, Doran House, 1603 Hamilton Ave., Murray, KY 42071 (\$5.00).

Pub Type—Information Analyses (070)—Reports—Evaluative (142)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Community Characteristics, *Cooperation, Definitions, *Delivery Systems, *Educational Research, Elementary Secondary Education, Faculty Mobility, Models, Policy Formation, *Rural Areas, Rural Education, Rural Environment, *Rural Urban Differences, *Special Education

Identifiers—Public Law 94 142

The rural special education context is unique because of the distinct environment and the variety of rural school subcultures. However, little information about rural special education is available prior to the late 1970's, partially because federal agencies lacked a working definition of "rural." Although rural and urban special education service environments vary greatly (especially in personnel turnover, transportation, community structure, geography, students served, communication, teacher qualifications, and resource availability), urban service delivery models historically have been recommended and unsuccessfully applied to rural schools. A study of special education services in 75 rural districts and cooperatives in 17 states shows significant improvements in the programs and services offered and in the types, ages, and numbers of students served after implementation of PL94-142. However, major service delivery problems remain in the areas of funding, staffing, teacher certification, and preservice education. In addition to reducing resistance to change, special education collaboratives can help solve rural service delivery problems by offering cost savings through shared staff, programs, and resources. However, collaboratives must be carefully operated; successful strategies will involve decentralized services, staff roles that emphasize networking, and clearly established goals and responsibilities. The report concludes with 13 recommendations for rural special education policy. (SB)

ED 241 203

RC 014 599

Helge, Doris

Technologies as Rural Special Education Problem Solvers—A Status Report and Successful Strategies.

Murray State Univ., KY. Dept. of Special Education.

Pub Date—Aug 83

Note—23p.

Available from—National Rural Project (NRP), Murray State University, Doran House, 1603 Hamilton Ave., Murray, KY 42071 (\$6.00).

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Communication (Thought Transfer), Community Attitudes, Computer Assisted In-

struction, Computers, Curriculum Development, Delivery Systems, *Educational Administration, Educational Finance, *Educational Technology, Electronic Equipment, Gifted, Homebound, In-service Teacher Education, *Instructional Development, Networks, Parent Participation, Rural Environment, *Rural Schools, *Special Education, *Staff Development

Rural schools can help solve their special education problems by using advanced technology to provide instructional support (computer managed instruction, satellite television, library searches, resource networks, on-line testing), instructional applications (computer assisted instruction, reading machines, mobile vans, instructional television), management tools (record keeping, special education networks, staff retention), and staff development (satellite inservice programs, videodiscs of strategies). However, implementing technologies in rural environments involves problems because of the state of the art of advanced technology (lagging software development, equipment incompatibilities, computer system constraints), fiscal inadequacies, staff development needs, and adverse rural attitudes. Rural school systems seeking to initiate the use of new technologies should seek external financial aid, consider local rural culture and norms, create community understanding and support, involve teachers in planning processes, build staff skills to implement technologies in unique rural special education situations, and design ways to ensure student participation. Eleven successful models of using technology to solve rural service delivery problems include obtaining information about service delivery and prescriptive programming and services; organizing and providing instructional programming information; parent training; community involvement; curriculum development; saving staff costs; improving communication between service providers and administrators; and serving homebound gifted, remotely located students in their own communities. (SB)

ED 241 204

RC 014 601

Chase, Nelson K.

Outward Bound as an Adjunct to Therapy.

Colorado Outward Bound School, Denver.

Pub Date—Nov 81

Note—21p.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Adventure Education, Alcoholism, Behavior Change, Communication Skills, Competency Based Education, Delinquency, Drug Addiction, *Educational Philosophy, Emotional Disturbances, *Experiential Learning, Group Therapy, Mental Disorders, Outdoor Education, Profiles, Program Design, *Program Effectiveness, Responsibility, Risk, Self Esteem, Social Adjustment, Social Problems, *Therapeutic Environment, *Therapy

Identifiers—*Colorado Outward Bound School, Outward Bound

The Colorado Outward Bound School (COBS) provides successful adjunct programs for special populations undergoing therapy at the Adventure Home (Boulder, CO), the Juvenile Justice Program and the St. Luke's Hospital Alcoholism Recovery Unit (Denver, CO), and the Dartmouth-Hitchcock Medical Center Department of Psychiatry (Hanover, NH). The goals of the COBS therapeutic approach include increasing self-esteem, cooperation, compassion, and interdependence; resolving issues of locus of control; increasing a sense of responsibility for self and others; and learning the inherent value of risk taking. The COBS programs include three integral elements: a natural physical environment, a small social environment, and the challenges of coping with both the physical and social environments. The natural setting evokes and reinforces coping rather than defensive behaviors. The environment becomes the therapist because consequences are direct, immediate, and impartial. In small living and learning groups of 9-12, clients learn to communicate, cooperate, depend on, and trust each other in structured group discussions and in facing the common challenges of the outdoors. The challenges include natural living skills as well as frightening, risk-filled activities such as rock climbing, peak ascents, and rappelling. Successfully met challenges lead to self-confidence and a creative use of fear. (SB)

ED 241 205

RC 014 602

Johnson-O'Malley Indian Education Program Evaluation 1982-83.

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date—Nov 83

Note—43p.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *American Indian Education, Counseling Services, *Dropout Rate, *Educational Finance, Educational Needs, Elementary Secondary Education, Extracurricular Activities, Needs Assessment, *Program Effectiveness, Program Evaluation, Public Schools, Reading Skills, Self Esteem, Student Adjustment, Student Participation, Tribes, Vocational Education

Identifiers—*Johnson O'Malley Act, *Oklahoma (East), Parent Advisory Committees, Support Services

The 1982-1983 Oklahoma State Department of Education Johnson-O'Malley program was very worthwhile. The program successfully provided supplemental education programs to meet the special educational needs of most of the 8,559 eligible Indian students in 122 school districts with average budgets in 28 Eastern Oklahoma counties. The students represented 7.8% of the student population in the districts and they were fairly evenly divided by age and grade. Over 14% of school board members in the districts were Indian, as were 65.1% of the program staff members. The program served students from over 13 tribes, especially the Choctaw, Creek, Seminole, Chickasaw, and Cherokee. Needs assessments showed students' academic needs to be greatest, especially reading, followed by self-esteem, leadership, occupational, and adjustment needs. The districts developed 185 academic, support, counseling, and other programs to meet Indian student needs. Students showed above-normal gains in seven academic areas and in vocational and enrichment areas. Support and counseling programs reported improvements as well. Several statistics indicated that the program was beneficial: only 4.4% of the students had behavior difficulties; dropouts were reduced from 173 the previous year to 152, or only 1.7%; and 731 more Indian students became involved in extracurricular activities. (SB)

ED 241 206

RC 014 603

Miller, Martin G. Borich, Timothy O.

An Assessment of Perceptions towards Children and Family Issues: A Study of How Rural Citizens Perceive Child Abuse and Neglect. Final Report.

Pub Date—Jul 82

Note—36p.; A report submitted to the Crawford and Ida Counties Council on Child Abuse and Neglect, Inc.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Child Abuse, *Child Neglect, *Community Attitudes, Community Programs, Community Services, Community Surveys, *Family Problems, Local Issues, *Parent Child Relationship, Research Methodology, Rural Areas, Rural Population, Semantic Differential

Identifiers—*Iowa (Crawford County), *Iowa (Ida County)

A sample of 214 rural citizens in Iowa's Crawford and Ida Counties were surveyed to gather information on community attitudes towards the care of children and other family members. The sampled group closely paralleled the area's 1980 census norms, except in the proportion of males to females. Respondents perceived community problems with parent-child relations more frequently than they perceived other family problems. Over 25% knew of an abused child; over 40% of a neglected child. Nearly half wanted to know where to get help for an abused child. Over 66% felt that child abuse was a community problem. Respondents were most likely to call a minister for advice about abuse. Respondents rated the most important community family service as court adoption of a hard line towards abusive parents, followed by recreation programs and communication programs for parents and children. Respondents were intolerant of child abuse. Most who were aware of child neglect did not know of an agency dealing with abuse. Older residents and long-term residents were less negative about child abuse than younger, more educated respondents with higher incomes and respondents with children under five years of age, who were more likely to serve in child abuse programs. (SB)

ED 241 207

RC 014 604

Horwood, Bert

Rituals and Ceremonies for Teachers: A Demonstration-Workshop.

Pub Date—Oct 83

Note—9p; Paper presented at the Annual Conference of the Association for Experiential Education (Williams Bay, WI, September 29-October 2, 1983).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indian Culture, *Classroom Techniques, *Demonstrations (Educational), *Educational Environment, Exercise, *Experiential Learning, Outdoor Education, Sensory Experience, *Teacher Role, Workshops
Identifiers—*Ceremonies, *Rituals, Tai Chi Chuan, Yoga

A workshop and demonstration in ritual and ceremonies for classroom teachers with an elementary interest in the subject described the value and application of rituals in the classroom environment. Participants, who were greeted ceremoniously, learned that rituals can be incorporated into the classroom to mark special events, to enhance changes in attitudes and behavior, and to call attention to particularly important relationships. Participants also learned about five important elements of rituals: words, music and dance, giveaways in the American Indian tradition, special objects, and items that stimulate all the senses. The workshop contained four examples that illustrated how rituals and ceremonies can be incorporated into the classroom: (1) the initial handshake, to establish direct personal contact with students; (2) the candle lighting, to begin formal class sessions; (3) the physical exercises in the yoga and tai chi ch'uan tradition, to increase energy; and (4) the outdoor ritual, to increase the appreciation and awareness of man's interdependence with nature. (SB)

ED 241 208

RC 014 605

Joseph, Alan. *And Others*

Public Input into Planning for Municipal Service

Provision: A Method and Case Study. Studies in Rural Adjustment. Report No. 14.

Guelph Univ. (Ontario). Dept. of Geography.

Spons Agency—Ontario Ministry of Agriculture and Food, Toronto; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

Pub Date—Jul 82

Note—103p.

Available from—University School of Rural Planning and Development, University of Guelph, Guelph, Ontario, Canada, N1G 2W1 (\$3.75 Canadian).

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Budgeting, Case Studies, *Community Attitudes, *Community Services, Decision Making, Delivery Systems, Expenditures, Foreign Countries, *Management Games, Municipalities, Questionnaires, *Research Methodology, *Resource Allocation, *Rural Areas, Simulation, Socioeconomic Status, Tax Allocation
Identifiers—Canada, Ontario (Erin Township), *Trade Off Games

As part of on-going research on rural public service provision, researchers illustrated the use of a methodologically rigorous tool (a "tradeoff game") for eliciting community preferences for municipal public services. The trade-off game allowed adults in 122 households in Erin Township, Wellington County, Ontario, to assess 13 currently available service alternatives and to indicate the trade-offs they would make when financial or other constraints prevented their choosing the optimum level of services. Respondents played three times, once with a fixed budget, once with a budget reduction of 10%, and once with a budget increase of 10%. Generally, players appeared satisfied with current resource allocations. They were prepared to accept slight reductions in some services for slight improvements in others. Players responded to budget increases and reductions with general reallocations of resources among all services. Overall, 41% of the players preferred the status quo, 40% preferred an increased budget, and 9% preferred a decreased budget. Generally, several socioeconomic factors, service use, and geographic variations in service quality and need affected responses. Length of residence did not. Such games can provide decision makers with comprehensive community attitude information and can effectively educate the community about budget constraints. (SB)

ED 241 209

RC 014 608

Tagg, Geoffrey John

Coping with Change. A Study of the Effect of Government-Imposed Fiscal Restraint on a Rural British Columbia School System: The Case Study.

Pub Date—Oct 83

Note—71p; Presented in partial fulfillment of the requirements of the Doctor of Philosophy degree at Walden University.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Role, Board of Education Policy, *Board of Education Role, Boards of Education, Case Studies, Change Agents, Educational Finance, Elementary Secondary Education, *Financial Problems, Financial Support, Foreign Countries, Government Role, *Government School Relationship, *Retrenchment, *Rural Schools, Salaries, School Closing, School District Autonomy, School Funds, Superintendents, Teacher Salaries, Unions

Identifiers—*British Columbia, *School District No 4 Windermere BC

A case study of effects of government-imposed fiscal restraint on a rural British Columbia school system outlines the restraint in its various phases, its effects on School District No. 4 (Windermere), ways the district dealt with resulting problems, and the consequences, with implications for how not to implement fiscal restraint at the school board level. British Columbia's Education (Interim) Finance Act of 1982 is described. The role of the Superintendent of Schools (Chief Executive Officer of the district) is identified as that of a change agent. Fiscal measures adopted by the School Board to reduce 1982 expenditures by \$160,000 are detailed, as are difficulties in persuading teachers and other staff to accept salary reductions. Problems of 1983 budgeting, including rising costs, salary negotiations, and need to reduce expenditures further, are described. Consequences of the Board's attempt to lay off part-time employees are shown. The Board's 1983 restraint plan, which kept in mind student needs, is outlined. Implications of the re-elected provincial government's 3-year plan ("Son of Restraint") for education (increased pupil-teacher ratio, more government control over district budgets, ceilings on administrative salaries, decreased expenditures) are cited. A Program Planning Model is suggested for Board use. An appendix provides a 1983 speech by the Minister of Education. (MH)

ED 241 210

RC 014 612

Deaton, Brady J. McNamara, Kevin T.

Education in a Changing Rural Environment: The Impact of Population and Economic Change on the Demand for and Costs of Public Education in Rural America. A Synthesis of Research Findings and an Identification of Important Policy Issues. SRDC Synthesis-Bibliography Series 18.

Southern Rural Development Center, Mississippi State, Miss.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Pub Date—Feb 84

Note—89p.

Available from—Southern Rural Development Center, Box 5406, Mississippi State, MS 39762 (\$5.00).

Pub Type—Information Analyses (070) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annotated Bibliographies, Blacks, Declining Enrollment, Economic Development, *Educational Demand, *Educational Economics, Educational Finance, *Educational Supply, Elementary Secondary Education, *Expenditure Per Student, Family Influence, Input Output Analysis, Investment, Literature Reviews, Local Government, *Population Trends, *Rural Education, Rural Schools, School Size, Standardized Tests, Teacher Role, Teacher Salaries, Whites
Identifiers—Economics of Scale, *Return on Investment

A synthesis of research findings addressing effects of population and economic changes on education supply and demand in rural communities also presents policy implications, to help with local decision making. Principal research findings listed include: lack of a statistical relationship between per pupil expenditures and achievement on standardized tests; teachers' salaries are determinants of school quality as measured by achievement tests; lack of evidence of economies of size for school districts,

except small rural districts; and a consistent relationship exists among income, community wealth, school size and school expenditure levels. Principal implications for policy and future research are also stated: school decision makers must consider school system structure to determine the most effective means of meeting short- and long-run educational objectives when allocating funds, and research is needed to help school administrators minimize costs when faced with excess capacity and reduced enrollments. Also recommended are expenditure analysis to identify local factors that community leaders can modify to deliver education at least cost, research on relationships between local economic growth and local education, and consideration of local, private, social, and spillover benefits of education when determining total returns to education. An annotated bibliography describes 121 research reports published between 1960 and 1983. Research projects (25) of the Southern Rural Development Center are listed. (MH)

ED 241 211

RC 014 613

The Development of Relevant Indicators for Planning, Monitoring and Evaluation of Country Efforts for Promoting Youth's Role in Development. Report of the Expert Group Meeting (Manila, Philippines, December 13-20, 1980).

United Nations Economic and Social Commission for Asia and the Pacific, Bangkok (Thailand).

Pub Date—80

Note—32p.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Classification, *Community Development, Comparative Analysis, Cultural Opportunities, *Economic Development, Educational Facilities, Foreign Countries, Health Needs, Housing Needs, Models, *National Programs, Population Trends, Program Evaluation, *Rural Development, Youth Employment, *Youth Opportunities, Youth Problems, *Youth Programs
Identifiers—Asia, *Indicators, Pacific Region

The report of a United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) Expert Group meeting, involving 13 experts from 10 countries, discusses planning national efforts to promote youth's role in development. Current systems and indicators used to assess the situation of rural and urban youth and their contribution to development are covered in the context of national problems and prospects. Two papers on the development of a model framework for planning, monitoring, and evaluating national efforts to promote youth participation in development are summarized. The framework of indicators identified at the meeting is specified. Recommended follow-up actions are listed, including a seminar to review implementation of the indicators, possible secondment of experts to monitor implementation, solicitation of appropriate financial and technical assistance from regional and international agencies, dissemination of the report to agencies in participants' own countries, and cooperation between ESCAP and other agencies to strengthen communication channels. An appendix includes the framework of indicators, presented as eight areas of concern (population, health and nutrition, housing and environment, education, employment and manpower development, public order and safety, community development and participation, and culture/leisure/recreation, divided into subareas, indicators, and classification. (MH)

ED 241 212

RC 014 614

Eberhardt, Lorraine Sanborn, Laura
Swim Free. A 10 Day Program of Aquatic Exercises Adapted from Life in the Waterworld.

Colorado Outdoor Education Center, Inc., Florissant.

Report No.—ISBN-0-910715-00-9

Pub Date—82

Note—33p.

Available from—Search Publications, 2000 Old Stage Road, Florissant, CO 80816 (\$6.95 postpaid; Colorado residents add \$.21 per book sales tax; 40% discount for 50-99 books, 45% discount for 100-199 books, 50% discounts for 200 or more).

Pub Type—Guides - Classroom - Learner (051)
Document Not Available from EDRS.

Descriptors—*Exercise, Experiential Learning, *Marine Biology, *Outdoor Education, *Recreational Activities, *Swimming

Identifiers—*Aquatic Exercises, Synchronized

Swimming

The completely waterproof book contains instructions for an alternative form of swimming exercises based on the movements of 19 water creatures. The exercises can be used by groups or individuals to enhance training programs, to serve as part of a structured synchronized swimming program, or to supplement recreational activities. The book provides a balanced daily program of exercises and strokes that can be used in isolation or in sequence. Following a glossary and sections on preparation and water adjustment, the book presents 10 basic exercise forms and 10 more complex movements. For each, the book gives an introduction and detailed, illustrated instructions; notes the exercise's benefits; and gives information about the water creature on which the exercise is based. (SB)

ED 241 213 RC 014 616

Mobley, Michael

The Role of Risk and Risk Management in Experiential Education.

Pub Date—May 81

Note—179p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Accident Prevention, Accidents, Administrator Role, *Adventure Education, Experiential Learning, Field Experience Programs, *Insurance, *Legal Responsibility, Outdoor Activities, *Outdoor Education, Participant Satisfaction, *Risk, Safety, Stress Variables, Teacher Role Identifiers—Association for Experiential Education, *Risk Management

A monograph examines the role of risk and risk management in experiential education, particularly stress/challenge programming. Definitions of risk are presented. The importance of risk and stress in experiential education is emphasized. Implications of subjective versus objective risk assessment in adventure education are discussed, with reference to the goals, objectives, and obligations of adventure education and the paradox of safety versus risk. A general perspective on risk management is followed by listing five types of risks and six alternatives/tools for risk management. A chapter on safety engineering in risk management includes consideration of human and mechanical factors involved in accidents. Another chapter defines insurance, discusses its general costs and benefits, and provides insight into non-insurable risks. The concept of legal liability is examined in terms of contractual agreements involving insurance and tort law; current legal concerns in adventure education are briefly discussed. Concerns of administrators, instructors, participants, professional associations, government, and higher educational institutions are addressed. Bibliographies list 150 relevant publications. Appendices include emergency procedures and recommendations on risk management from the Association for Experiential Education, an insurance checklist, a legal liability inventory, and forms for stress/risk analysis. (MH)

ED 241 214 RC 014 617

Leon, David J.

Hispanics and the Extended Opportunity Programs and Services in California Community Colleges.

Pub Date—May 80

Note—14p.; Paper presented at the Southeast Conference on Education of Hispanics (Miami, FL, May 7-9, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Administrator Characteristics, Advisory Committees, Blacks, Citizen Participation, College Administration, College Environment, College Faculty, *College Students, *Community Colleges, Educational Opportunity, *Educational Strategies, *Hispanic Americans, Low Income, *Minority Groups, Population Trends, Program Costs, Program Descriptions, Student Recruitment, Two Year Colleges, Whites

Identifiers—*California, *Extended Opportunity Programs and Services
A preliminary examination of Extended Opportunity Programs and Services (EOPS) in California's 107 community colleges was conducted by requesting information on individual programs; 87 responses were received. EOPS programs were established by the California Legislature in 1968 to

recruit high-risk minority and low-income students and provide them with financial assistance, peer and professional counseling, tutoring, and other services to help them succeed at community colleges and perhaps transfer to 4-year colleges or universities. In 1976, 70% of EOPS students came from minority backgrounds; 33% were Hispanic and 30% Black. The EOPS study resulted in identification of five key variables: program leadership/philosophy, organizational structure, college environment, faculty input, and community influence. The majority of EOPS directors have at least postgraduate work or master's degrees; Hispanics represent the largest group of EOPS directors, followed by Blacks and Whites. EOPS organizational structures demonstrate either self-determination (separate entities with their own financial aid and academic and personnel support services) or integration (EOPS students integrated with the regular student population). Research indicates that supportive college environments enhance academic performance of minority students. Faculty on some campuses is more actively involved than on others. EOPS advisory committees, composed of students, faculty, administrators, and community people, vary in their degree of activity. (MH)

ED 241 215 RC 014 619

Valdez, Armando, Ed. And Others

The State of Chicano Research in Family, Labor and Migration Studies. Proceedings of the Stanford Symposium on Chicano Research and Public Policy (1st, Stanford, California, March 3-5, 1982).

Stanford Univ., CA. Stanford Center for Chicano Research.

Pub Date—83

Note—249p.

Pub Type—Information Analyses (070) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Community Involvement, *Family Characteristics, Immigrants, *Labor Force, *Mexican Americans, Mexicans, *Migration Patterns, Policy Formation, *Public Policy, Residential Patterns, *Social Science Research Identifiers—*Chicanos

Symposium organizers commissioned papers that examined existing Chicano research in studies of family, labor, and migration, three subjects continually recurring in Chicano research. The papers were organized in four sessions: historical and contemporary research on Chicano workers, foundations of research on Chicano families, Chicano domestic and international migration, and Chicano research and public policy. In each session, two presenters addressed guiding theoretical perspectives, major methodological approaches, and central problems and deficiencies of the research and two discussants addressed future research, the need and prospects for interdisciplinary research, and the role of basic social research in policy formation. Papers and commentaries addressed urban Chicano workers from an historical perspective, research on Chicano workers, traditions of research on Chicano workers, research on Chicano workers from a legal perspective, empirical and theoretical developments in Chicano family studies, conceptualization of history of the Chicano family, on-going research questions about the Chicano family, assessment of Chicano residential and internal migration patterns, paradigms for studying Mexican immigration, Hispanic underrepresentation in the federal bureaucracy, public policy development and the Chicano community, and public policy and the Chicano population. (SB)

ED 241 216 RC 014 620

Barnett, Don C. Dyer, Aldrich J.

Research Related to Native Peoples at the University of Saskatchewan, 1912-1983.

Pub Date—83

Note—171p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Academic Achievement, Acculturation, Administrator Attitudes, *American Indian Education, *American Indian History, Archaeology, Camping, *Canada, Native Cross Cultural Studies, Distance Education, Educational History, Elementary Secondary Education, Ethnic Stereotypes, Faculty Mobility, Foreign Countries, Higher Education, Newspapers, Oral History, Parent Attitudes, Population Distribution, Program Descriptions, Research, *Research Design,

Reservation American Indians, *Rural Education, *Theses, Urban American Indians Identifiers—Canada, *Saskatchewan, University of Saskatchewan

The volume on University of Saskatchewan graduate theses related to Canadian native peoples (Indian, Inuit, Metis) contains a brief introduction, followed by abstracts of 62 thesis projects (1912-1982), and a final section of statistics, charts, summaries, and discussions related to the abstracted research. Each research abstract consists of three sections: description of the study, research procedures, and findings. The majority of the theses described were written in the 1970s; 31 were in education fields, 10 in archaeology/anthropology, 5 each in history and psychology, 4 in geography, 2 each in sociology and law, and 1 each in economics/political science, English, and social and preventive medicine. Of the theses dealing with specific people, eight were on the Cree, two each on the Chipewyan, Inuit, Iroquois, Dogrib, and registered/treaty Indian people, and one each on urban, Slavey, Dakota, Ojibway, Dene, Sauteaux, Metis, and Blackfoot people. The majority of the studies (78%) are descriptive, with 17% historical and 5% experimental. Subjects range from descriptions of prehistoric sites, through community perceptions of important tasks for rural reservation schools, content analyses of depictions of Indian people in elementary textbooks and western comic books, and cross-cultural studies of testing and language perception. (MH)

ED 241 217 RC 014 635

Hill, L. Brooks Lujan, Philip

ANARAP and the Future of Native American Studies.

Pub Date—16 Nov 80

Note—18p.; Paper presented at the Speech Communication Association Convention (New York, NY, November 16, 1980).

Pub Type—Reports - Descriptive (141) — Historical Materials (060) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alaska Natives, *American Indians, *American Indian Studies, *Databases, *Data Collection, Federal Indian Relationship, Hawaiians, Human Resources, Natural Resources, *Program Administration, Research, Research Methodology, *Research Problems Identifiers—*Administration Native American Res Analysis Proj

Funded in 1979, the Administration for Native American Research Analysis Project (ANARAP), had three primary objectives: (1) to create a computerized data base of the past decade of research about Native Americans (including American Indians, Alaska Natives, and Hawaii natives), especially research concerning natural and human resource development; (2) to determine major trends, gaps, and weaknesses in Native American research; and (3) to create an information system about Native American research through the development of an interpersonal network of interested parties, the beginning of "The Journal of Native American Studies," and the exhibition of ANARAP's data base at conferences. The project revealed three goals for Native American studies programs in the 1980s: (1) research must become a primary concern for students in Native American programs; (2) communication must be a more vital part of the education of students in Native American programs; and (3) Native American studies programs should assume the role of mediator and translator of academic research for their broader ethnic community. To accomplish these goals, Native American studies programs must overcome a growing anti-intellectual and anti-research orientation in the Native American community. The report urges a collaboration between academia and ethnic studies. (SB)

ED 241 218 RC 014 636

Keeling, Maud And Others

Hope for High Risk Infants and Their Families: A Glimpse at Three Demonstration Projects.
Texas Univ., Austin. Hogg Foundation for Mental Health.

Pub Date—83

Available from—Hogg Foundation for Mental Health, P.O. Box 7998, Austin, TX 78712, (\$0.50 ea., 25-49 copies \$0.48, 50-99 \$0.46, 100 or more \$0.44 ea.)

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.
Descriptors—Child Development, Child Rearing, *Community Health Services, Cultural Context, Disabilities, Family Counseling, Health Education, Health Needs, Health Services, *High Risk Persons, Home Programs, Hospitalized Children, *Hospitals, Infants, Low Income, *Mexican Americans, Neonates, Nutrition Instruction, Parent Attitudes, *Parent Child Relationship, *Parent Education, Premature Infants, Preschool Education, Social Workers
Identifiers—*Texas

The pamphlet describes three Hogg Foundation-funded Texas programs (one exclusively hospital-based, one hospital-based with extensive linkages to community resources, and one community-based) which serve predominantly high-risk, low-income Mexican American families. First described are social work services connected with the Driscoll Foundation Children's Hospital Neonatal Unit, which serves Corpus Christi and a large, sparsely-populated rural area, with many newborns referred by physicians in surrounding counties. The article notes that parents cannot always accompany children to the hospital, so social workers provide crucial support for parents experiencing separation from infants during hospitalization, death of an infant, or prospects of lifetime care for severely-disabled infants. Austin's Program Padres e Hijos (Parent-Child Program) is described as a low-cost project emphasizing nonformal, in-home education based on the cultural values of the Mexican American community to enhance parenting skills and promote physical and mental health of infants. A final article discusses the Mexican American Preterm Project (San Antonio), which concentrates on infants weighing less than 2 1/2 pounds at birth, and aims to identify the needs of parents with regard to their newborns and enhance family stability by providing consultation and referrals to specialized service programs in the community. (MH)

ED 241 219 RC 014 637

Author—Susan B., Ed. **Russell, Arneada Bray, Ed.**
Selected Technical Assistance Resource Agencies and an Annotated Bibliography for Rural Employment and Training Practitioners in Virginia.
 Virginia Commonwealth Univ., Richmond. Center for Public Affairs.

Spons Agency—Governor's Employment and Training Council, Richmond, Va.

Pub Date—Sept 83

Contract—GETD-83-105

Note—71p.; For related document, see RC 014 638.

Available from—Center for Public Affairs, Virginia Commonwealth University, 919 W. Franklin St., Richmond, VA 23284 (\$5.00).

Pub Type—Reference Materials - Directories/Catalogs (132) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Books, Employment, Employment Programs, Human Resources, *Job Training, Newsletters, *Organizations (Groups), Public Agencies, Reports, *Rural Areas, Rural Development, Rural Education, *Technical Assistance, *Trainers

Identifiers—*Virginia

Third in a series by the Rural Success Program at Virginia Commonwealth University (VCU), the book provides a view of selected organizations and literature of potential interest to rural employment and training practitioners and planners. The book is divided into two sections. The first contains summaries of interviews with representatives of 26 non-profit organizations which reported providing technical assistance to rural employment and training practitioners and planners in Virginia. For each of 11 national, 6 regional, and 9 state-level organizations, the book lists the organization's mission, current projects, specific services, and publications, and explains how to access the organization's services. A partial list of 21 relevant state agencies and others (adapted from VCU's 9-volume series on employment, training, and support services) completes the first section. The second section contains an annotated bibliography of selected relevant books, reports, newsletters, and other materials. For the 27 books and reports, all published since 1975, the bibliography lists the author, title, and publication information, and gives a brief annotation. For the 10 newsletters listed, the bibliography gives the title, publisher, content, distribution, length, and subscription information. The bibliography also provides author, title, publishing information, and an annotation for six other publications. (SB)

ED 241 220

DeLellis, Anthony J., Ed.

Rural Success: Case Studies of Successful Employment and Training Programs in the United States.

Virginia Commonwealth Univ., Richmond. Center for Public Affairs.

Spons Agency—Governor's Employment and Training Council, Richmond, Va.

Pub Date—Sept 83

Note—152p.; For a related document, see RC 014 637.

Available from—Center for Public Affairs, Virginia Commonwealth University, 919 W. Franklin St., Richmond, VA 23204 (\$8.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Agency Cooperation, American Indian Reservations, Business, Case Studies, College Role, Community Colleges, Community Organizations, Cooperative Programs, *Economic Development, *Employment Opportunities, *Employment Programs, Financial Support, Government Role, Higher Education, *Job Training, *Program Descriptions, *Rural Areas, Technical Institutes, Unions

Researchers compiled case studies describing 15 successful rural employment and job training programs in 10 states, to share the information with planners and practitioners and with state agencies in Virginia that were responsible for enhancing local job training and employment opportunities. Researchers, who gathered information about the case studies during site visits or telephone interviews, noted that the programs combined job training with at least one of the following characteristics: successful placement, job creation, job upgrading, or service to difficult-to-serve populations. Of the eight programs visited and described in detail, three featured non-profit corporations (of which two were economic development corporations), four featured the roles of 2- and 4-year higher education institutions in job training and creation, and one featured the role of the community college and local government in job creation. The other seven programs, described in less detail, featured the roles of job placement in rural employment and training, a community-based organization, an Indian reservation, a county government consortium, a large non-profit corporation, and a relationship between state government and a manufacturing cooperative. The detailed reports describe the programs' problems and goals, solutions, training, implementation, outcomes, setting, and contacts. The other programs are summarized. (SB)

ED 241 221

RC 014 639

Oversight on Migrant Education. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education, of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session (February 17, 1983).

Congress of the U.S., Washington, DC. Senate Subcommittee on Elementary, Secondary, and Vocational Education.

Pub Date—84

Note—52p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Definitions, Elementary Secondary Education, *Eligibility, Family Characteristics, Federal Aid, *Federal Legislation, *Federal Programs, Hearings, Life Style, Mexican Americans, *Migrant Children, *Migrant Education, Migrant Problems, Migrant Programs, Migrants, Mothers, Parent Role

Identifiers—Congress 98th, *ESEA Title I Migrant Programs, Migrant Student Record Transfer System, Parent Advisory Committees

The text of the oversight hearing on migrant education (February 17, 1983) contains statements and testimony from three representatives of state and national migrant education organizations and from three migrant mothers. The statement and testimony of Frank L. Contreras, Director of the Texas Migrant Education Program and President of the National Association of Directors of Migrant Education, question changes in the definition of eligibility in the Administration's proposed regulations on migrant education, particularly the requirement that to be considered migratory a child must have had his education interrupted during the preceding 12 months. The statement of Raul de la Rosa, Wash-

ington State Director of Migrant Education, also questions the proposed changes and reduced funding and praises the Migrant Student Record Transfer System. The testimony and statement of Ambrosio Melendrez, representing the Texas Association for Compensatory Educators, likewise objects to the proposed regulations. Statements of migrant mothers from Wisconsin, Colorado, and Texas describe the difficult lives of migrants, praise the existing migrant education program, and express fears that the proposed changes will hurt migrant children and migrant education. Additional information includes letters and statements protesting the Administration's proposed changes and budget reductions for migrant education, as well as interrogatories on migrant education for Secretary of Education, T. H. Bell. (MH)

ED 241 222

RC 014 640

Color Your Classroom.

Mississippi State Dept. of Education, Jackson.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

Pub Date—82

Note—148p.; For "Color Your Classroom II," a math curriculum guide, see RC 014 641.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Behavioral Objectives, Color, Consonants, Content Area Reading, Educational Games, Elementary Education, *Learning Activities, *Migrant Education, *Reading Comprehension, *Reading Games, Reading Materials, Reading Skills, *Skill Development, Syllables, Vocabulary Development, Vowels

Identifiers—*Migrant Student Record Transfer System

This reading curriculum guide, correlated with the numerical coding of the Reading Skills List published by the Migrant Student Record Transfer System, covers eight learning areas: readiness, consonants, vowels, structural analysis, literal, inferential, vocabulary, and reading in content area. Each exercise is illustrated by a large drawing, and contains a skill code, an objective, directions, and follow-up activities. For example, in the readiness section, visual discrimination exercises are Clarifying Colors, Clip the Clothespins, and Balloon Discrimination; visual memory exercises are Shape Up, Object Identify, and Alphabet Assemblage; auditory discrimination exercises are Sound It Out, Some Gum Fun, and Something To Grow About; sensorimotor exercises are Mr. No Nose, Lionel Says, and Up Down/All Around; alphabet exercises are Gumball Rally, Something's Fishy, and Tennis Anyone?; and context exercises are Fresh Fruit, Come Out of Your Shell, and Mouse Around. The guide includes 15 exercises for consonants, 12 exercises for vowels, 21 exercises for structural analysis, 18 exercises for literal, and 27 exercises for inferential. Fifteen vocabulary exercises and 15 reading in content area exercises conclude the guide. (MH)

ED 241 223

RC 014 641

Color Your Classroom II. A Math Curriculum Guide.

Mississippi State Dept. of Education, Jackson.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

Pub Date—83

Note—144p.; For "Color Your Classroom," a reading curriculum guide, see RC 014 640.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Arithmetic, Behavioral Objectives, Decimal Fractions, *Educational Games, Elementary Education, Elementary School Mathematics, Geometric Concepts, *Learning Activities, *Mathematics Instruction, Mathematics Materials, Measurement, *Migrant Education, Number Concepts, Numbers, Percentage, Probability, Set Theory, *Skill Development, Statistics

Identifiers—*Migrant Student Record Transfer System
 This math curriculum guide, correlated with the numerical coding of the Math Skills List published by the Migrant Student Record Transfer System, covers 10 learning areas: readiness, number meaning, whole numbers, fractions, decimals, percent, measurement, geometry, probability and statistics, and sets. Each exercise is illustrated by a large drawing and contains a skill code, an objective, directions, and follow-up activities. For example, in the percent section, the definition exercise is Pencil

Percents; conversion exercises are Converting to Music and Triple Yolk; calculations exercises are in the Pocket-with Percents and Clearance Sale; and applications exercises are An X or an O and Sky High Prices. The readiness section contains three recognition of properties exercises, three divisions within properties exercises, four comparisons within properties exercises, two partitioning (grouping) exercises, and two ordering exercises. The guide includes 3 exercises for number meaning, 31 exercises for whole numbers, 19 exercises for fractions, 10 exercises for decimals, 16 exercises for measurement, 5 exercises for geometry, 3 exercises for probability and statistics, and 4 exercises for sets. (MH)

ED 241 224

RC 014 642

Guardiola, Gloria

Alternatives in Education.

Pub Date—Jul 83

Note—9p; Paper presented at the Annual National Council of La Raza Conference (6th, Chicago, IL, July 19-21, 1983).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accreditation (Institutions), Curriculum Development, *Dropout Prevention, Dropout Programs, *Educational Finance, *Hispanic Americans, Mexican Americans, *Nontraditional Education, Ombudsmen, Parent Participation, School Community Relationship, *School Role, Secondary Education, Student School Relationship

Identifiers—*George I Sanchez Junior Senior High School TX, Houston Independent School District TX, Texas (Houston)

Established in 1970 and operated by the Association for the Advancement of Mexican Americans, the George I. Sanchez Junior Senior High School (Houston, Texas) is an alternative school for Hispanics in grades 7-12. The school, staffed originally by volunteers, acquired a full-time executive director in 1973, established relations with the Houston Independent School District (HISD) in 1975, obtained accreditation in 1978, and graduated its first class in 1979. Like many alternative schools, the George I. Sanchez school faces challenges in the areas of curriculum development, accreditation, staffing, resource development, equipment, and especially funding. Although the Sanchez school has obtained funding from the Model Cities Program, the Emergency School Aid Act, and the Department of Justice, it still faces funding problems. Because most of the students come from lower socio-economic status families, they cannot pay tuition. The school serves the community in several important ways: as the last resort for many Hispanic students, as an ombudsman for the Hispanic community with HISD, and as a liaison between parents and schools. Alternative schools provide various advantages for Hispanic students including opportunity for a high school education, better student-teacher relationships, and better self-concept. (SB)

ED 241 225

RC 014 643

Realignment of the Bureau of Indian Affairs.

Hearing before the Select Committee on Indian Affairs, United States Senate, Ninety-Seventh Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

Pub Date—11 Jun 82

Note—288p; Small print, some tables may not reproduce well. Best copy available.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Change, American Indian Education, *American Indians, Budgets, Elementary Secondary Education, *Federal Indian Relationship, *Federal Programs, *Hearings, *Organizational Change, Tribes, Trust Responsibility (Government)

Identifiers—*Bureau of Indian Affairs, Congress 97th

The text of the Senate Select Committee on Indian Affairs' hearing on the proposed reorganization of the Bureau of Indian Affairs (BIA) notes that reorganization would consolidate BIA's 12 area offices into 5 regional service centers, create 2 special program offices and 3 field offices, and reduce 12 area education offices to 5 regional centers. Statements of BIA officials defend their reorgani-

zation plan. Statements from Senators indicate they felt BIA plans were not clearly presented, might have been formulated primarily to reduce the BIA budget by \$16 million rather than to make operations more efficient, and did not thoroughly weigh possible adverse effects. A prepared set of questions and answers on effects of reorganization on Indian education, submitted by Senator William S. Cohen, is included. A statement from David Quaky, legislative director of the National Federation of Federal Employees, indicated adamant opposition to the reorganization. A statement from Elmer Savilla, executive director of the National Tribal Chairmen's Association, urges the Committee to insist that the Department of the Interior stop implementation of the reorganization and commence drafting a plan which would be in full consultation and cooperation with the tribes. Letters and statements from other tribal groups also indicate opposition. (MH)

ED 241 226

RC 014 645

Davenport, Joseph, III Davenport, Judith A.

Continuing Education in an Age of Uncertainty: Meeting Human Service Needs in Impacted Communities.

Pub Date—24 Jul 82

Note—21p; Paper presented at the Annual National Institute on Social Work in Rural Areas (7th, Dubuque, IA, July 24, 1982).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Services, *Continuing Education, Curriculum Development, Delivery Systems, Economic Development, *Educational Planning, Energy, Federal Aid, *Human Services, Program Design, *Rural Areas, Rural Environment, Social Services, *Social Workers, Staff Development

Identifiers—*Boomtowns, Energy Development, Impact

While continuing education is vital to all practicing social workers, human service workers in rural areas that are undergoing rapid change due to energy development may face particular problems in obtaining additional training and education. When rural areas become boom towns and social disturbances increase, human services personnel generally experience increased caseloads and new roles and responsibilities. However, because most boom towns do not have formalized planning mechanisms, social workers find themselves without the training necessary in their new circumstances. In addition, distance, weather, narrow professional orientation, lack of federal funding, and training materials focused on urban issues can be negative incentives to further human services training. Consequently, each small town and each state should have a body responsible for planning, coordinating, and evaluating continuing education for human service workers. The planning bodies should assess needs and formal and informal resources in rapidly developing towns. The planning bodies should use all local resources available and some outside consultants (such as university personnel) to provide a full array of social services. Continuing education programs for social service workers should be based on needs assessments, should be versatile, should capitalize on advances in instructional technology, and should be carefully evaluated. (SB)

ED 241 227

RC 014 646

Jordahl, Harold C. Ed.

Education for Land Use Planning: Manual.

Wisconsin Univ., Madison, Univ. Extension.

Pub Date—77

Note—279p; Part of Appendix B may not reproduce well.

Pub Type—Guides—Non-Classroom (055)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Adult Education, Agriculture, Case Studies, *Community Planning, Extension Agents, *Extension Education, Housing, *Instructional Materials, Land Settlement, *Land Use, Mining, Problem Solving, Program Evaluation, Program Implementation, Soil Conservation, Taxes, Transportation, Waste Disposal

Identifiers—Public Lands, *University of Wisconsin

The two-part manual is designed as a source of information to aid University of Wisconsin Extension Faculty in helping citizens understand land use problems and to assist in the development of work plans, resource allocation, program priorities, and budget preparation. Part I describes the rationale for land use planning and identifies and discusses criti-

cal state land resources. It describes communities where land use education takes place, explains land use planning, discusses planning for critical resources and the potential relationship to a comprehensive plan, notes how to implement a land use plan, explains administrative land use programs, and discusses program evaluation and extension programming. Part II contains an annotated listing of materials useful in developing land use programs. Organized by the subjects outlined in Part I, Part II lists approximately 475 Wisconsin Extension, University of Wisconsin, state of Wisconsin, and other state/federal publications and classifies them according to audience appropriateness. The entries include author, title, publication information, source, and, for audio-visual materials, time and cost. Appendices include eight case studies reported by Extension agents involved with land use planning at the county level, and a list of materials available from other state governments and inter-governmental organizations. (SB)

ED 241 228

RC 014 647

Condon, Nancy L., Ed.

Rural Education: A New Awareness. Proceedings of the Multi-State and Rural and Small School Conference (Tifton, Georgia, November 15-16, 1982).

Georgia Univ., Athens. Inst. of Community and Area Development.

Pub Date—Feb 84

Note—129p.

Available from—Publications Program, ICAD, 300 Old College, University of Georgia, Athens, GA 30602.

Pub Type—Collected Works—Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Community Characteristics, *Community Education, *Computers, Curriculum, Elementary Secondary Education, Futures (of Society), Government School Relationship, Philanthropic Foundations, Rural Education, *Rural Schools, Scheduling, School Community Relationship, *Small Schools, Special Education, Volunteers

Identifiers—Four Day School Week

The Georgia Centers for Community Education hosted the multi-state rural and small school conference because of the many educational hardships encountered in many rural and small southern schools. Speakers representing the University of North Carolina, North Carolina State University, Valdosta State College, the University of Missouri, the University of Georgia, Georgia Southern College, the Colorado Department of Education, the Mott Foundation, Inc., and the Southern Growth Policies Board spoke on a variety of topics. Papers were entitled "Rural Education: A New Awareness," "Successful Small School," "The Rural Community: From Catalogs to Computers," "Computers in Rural and Small Schools," "Volunteer Programs in Rural Schools," "The Perspective of the Future of Rural Education," "Colorado Experiment: Four-Day Schedule," "Role of Foundations," and "Role of the Federal Government." (SB)

ED 241 229

RC 014 648

Small Towns and Small Computers: Can a Match Be Made? A Public Policy Seminar.

National Association of Towns and Townships, Washington, DC.

Pub Date—Jun 83

Note—20p.

Pub Type—Collected Works—Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Change, Administrator Attitudes, Community Size, *Computer Literacy, *Computer Programs, Databases, Delivery Systems, Extension Education, Information Dissemination, *Local Government, *Microcomputers, Municipalities, Seminars, Technological Advancement, Videodisc Recordings

Identifiers—Iowa, *Small Towns

A public policy seminar discussed how to match small towns and small computers. James K. Coyne, Special Assistant to the President and Director of the White House Office of Private Sector Initiatives, offered opening remarks and described a database system developed by his office to link organizations and communities with small computers to information in the memory of mainframe computers. Betsy Sherman, Director of the International City Management Association's Management Information Service, presented the results of a survey her organization conducted, showing how small communities

have already embraced small computers. J.M. Whitmer, cooperative extension specialist for the North Central Regional Center for Rural Development (Iowa State University) described the systems and programs his office has developed for local leaders, and highlighted the successes Iowa towns have had with computerization. Andy Arizala, President of Arizala Corporation, discussed progress in software development for townships and offered tips on selecting programs and systems. Dr. Thomas J. Bergin, speculator of the group and Director of the Quantitative Teaching and Research Laboratory (The American University, Washington, D.C.) offered ideas on future technological developments and shared his thoughts on possible use of video disks by small, local governments. A glossary of computer terms and names and addresses of 44 seminar participants are provided. (Author/MH)

ED 241 230 RC 014 651

Stewart, Fred J. And Others

The Potential for Increasing Net Incomes on Limited-Resource Farms in Eastern Kentucky.

Research Report 24.

Kentucky Univ., Lexington. Agricultural Experiment Station.

Pub Date—May 76

Note—42p; For related documents, see RC 014 652-654. Tables contain small print.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Adult Education, *Adult Farmer Education, Agricultural Production, *Change Strategies, Economic Change, *Economic Status, Educational Strategies, Extension Education, Farmers, Farm Management, Land Use, *Low Income Groups, Resource Allocation, Rural Economics, Rural Education, *Rural Farm Residents

Identifiers—Appalachia, *Income Improvement, *Kentucky (East)

The study identified possibilities for improving farm incomes on limited-resource farms in eastern Kentucky. Objectives were to describe farm operations of full-time Appalachian farmers who had gross sales of less than \$5,000 in 1972, estimate potential increases in net farm incomes from given resources, and identify nonresource constraints on realization of higher incomes and suggest measures for removing or relaxing these constraints. Usable questionnaires obtained from 102 low-income farmers indicated that these farmers averaged 47 years of age and 6.5 years of education, owned 81 acres of land and rented 24 additional acres. Of the 109 acres, roughly 69 were woodland. Most income was derived from crops, with tobacco being the most important. Results showed that animal-power farms would more than double their net income by using more profitable enterprises, and could increase income 50% more by adopting improved technology; tractor-power farms would increase income by 70% from more profitable enterprises, and another 44% from improved technology. Educational implications were that public education programs were needed to inform farmers of the profitability of various enterprises and to make available information needed for those enterprises, but that farmers' age, tradition, and limited education presented obstacles to change. (MH)

ED 241 231 RC 014 652

Smith, Eldon D. And Others

Potential Effect of Small-Farm Technical Assistance Programs on Public Revenue Accounts.

Staff Paper 101.

Kentucky Univ., Lexington. Dept. of Agricultural Education.

Pub Date—Mar 80

Note—22p; For related documents, see RC 014 651-654.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Adult Education, *Adult Farmer Education, *Change Strategies, Economic Status, Educational Strategies, Extension Education, Farmers, Farm Management, Farm Visits, *Low Income Groups, Paraprofessional Personnel, Rural Education, *Rural Farm Residents, Taxes, *Technical Assistance, *Welfare Recipients, Welfare Services

Identifiers—Appalachia, Income Improvement, *Kentucky (East)

Public investment in technical assistance to limited-resource farmers may be completely consistent with hard-headed taxpayer self-interest, because such investment provides a way for the impover-

ished to raise their incomes so they will no longer draw public-assistance benefits and will contribute more to financing public services by paying additional taxes. Conventional extension technical-assistance programs rarely reach under-educated, limited-resource farmers, so extension programs have recently recognized the necessity for more personal, on-site instruction. Paraprofessional aides recruited from among better-educated, more progressive farmers have been used with apparent success. Results of a 1977 survey of 120 low-income, eastern Kentucky farmers indicated that (1) genuine opportunities for improving net farm incomes exist which could make more than half of present welfare recipients ineligible for benefits; (2) even with much-improved management, a substantial number of farm families would remain eligible for some public assistance; and (3) a 50% improvement in the net public-sector accounts position would justify expenditures on technical assistance well above the average annual costs of \$220 per farm (1977 dollars) incurred in Missouri's small-farm program, even if potential demonstration effects on other low-income farms and farm families are ignored. (MH)

ED 241 232 RC 014 653

Smith, Eldon D. And Others

Technical Aid to the Rural Farm Poor: Can It Make Economic Sense? Agricultural Economics

Extension No. 53.

Kentucky Univ., Lexington. Agricultural Experiment Station.

Pub Date—Feb 84

Note—30p; For related documents, see RC 014 651-654.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Adult Education, *Adult Farmer Education, *Change Strategies, Economic Change, *Economic Status, Educational Strategies, Extension Education, Farmers, Farm Management, *Low Income Groups, Rural Economics, Rural Education, *Rural Farm Residents, Taxes, Technical Assistance, *Welfare Recipients, Welfare Services

Identifiers—Appalachia, Income Improvement, *Kentucky (East)

The paper explores whether the taxpaying public and limited-resource farm families who receive public welfare assistance to supplement meager farm incomes would be better off if some of these welfare funds were used to help the farmers help themselves by more efficient and profitable use of their farm resources. Data from an eastern Kentucky survey of 120 limited-resource farmers are cited: the farmers averaged 45 years of age, 7.2 years of schooling, and sold less than \$10,000 worth of farm products in 1977. Other survey information cited indicates that such farmers infrequently participate in conventional extension programs or solicit assistance from extension offices, and that suitable technical assistance will have to be aimed specifically at these farmers. The potential of well-designed, low-cost technical assistance programs for improving efficiency of small-scale farmers is explored by making conservative assumptions about feasible productivity levels and farmer responses to such programs. Analysis supports earlier studies showing substantial opportunities for income improvement of these farms and indicates that with more efficient farming methods and small earnings from off-farm work, more than three-fifths of those now eligible for public assistance would become ineligible, cutting welfare assistance costs to less than one-third of present levels. (MH)

ED 241 233 RC 014 654

Smith, Eldon D.

Is "Home" Still in the Hills? Staff Paper 153.

Kentucky Univ., Lexington. Dept. of Agricultural Education.

Pub Date—May 83

Note—28p; For related documents, see RC 014 651-653. Print is light in parts.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Adjustment (to Environment), Community Satisfaction, Elementary Secondary Education, *Employment Opportunities, Place of Residence, Residential Patterns, Retirement, Rural Economics, Rural Environment, *Rural Population, Rural Schools, *Rural to Urban Migration, Rural Urban Differences, School Funds, United States History, Urban Environment, Urban Problems, *Urban to Rural Migration

Identifiers—*Appalachia, *Kentucky, Recession

Although there was expectation that the current recession would bring a new wave of Appalachian Kentuckians back to their homeland hills, as had previous recessions, no great "return to the hills" (or even to other areas of the state) has materialized. Unemployment insurance claims by people formerly employed in other states have not increased in Appalachia or in Kentucky generally as the recession of the late 1970's and early 1980's has deepened. Transfers of children to public schools from out-of-state districts have increased only slightly, reaching only about 1970-71 levels. Former Appalachian Kentucky residents appear to be rather completely established in the communities to which they have migrated. Employment opportunities in the region and retirement preferences, not economic insecurity or inability to cope with urban life, appear to be the reasons for most Appalachian return migration. (Author/MH)

ED 241 234 RC 014 655

Armitage, Susan H.

Housework: A Changing Constant.

Pub Date—Feb 84

Note—14p; Paper presented at the American Farmwomen in Historical Perspective Conference (Las Cruces, NM, February, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Child Rearing, Economic Change, Extension Education, Family Environment, Family Financial Resources, Family Life, Farm Labor, *Females, Homemakers, Males, *Rural Farm Residents, *Sex Role, *Social Change, Social Environment, *Social History, United States History

Identifiers—*Farm Women, *Housework

The paper contrasts housework done by farmwomen of 1900 with that done by today's farmwomen. The drudgery of turn-of-the-century housework, particularly doing the washing is detailed. The fact that the family farm was seen as a partnership based on strict division of labor is noted. Changes in farm life from 1920 to the present are documented, including a 1929 criticism of the small amount of time farmwomen could spend in child training. The advent of Cooperative Extension agents and Homemakers Clubs to educate farmwomen as alternatives to traditional, time-consuming ways of doing things is discussed. Changes in farm housework and farmwork are described; and, fears are expressed that today's farmwomen may have lost their traditional role of domestic providers, and become invisible in a new role where they spend less time on housework and more time on farmwork and off-farm work. (MH)

ED 241 235 RC 014 656

Sarachan-Deily, Ann Beth And Others

A Collaborative Preservice Program Involving 15

Rural LEAs and The College of Saint Rose.

College of St. Rose, Albany, N.Y.

Spons Agency—Department of Education, Washington, DC.

Pub Date—29 Mar 84

Grant—G008301642

Note—18p; Paper presented at the Annual National Rural Special Education Conference (4th, Murray, KY, March 29, 1984).

Pub Type—Reports—Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Administrators, Attitude Change, Change Agents, *College School Cooperation, Community Attitudes, *Cooperative Programs, Delivery Systems, *Disabilities, Educational Objectives, Elementary Secondary Education, Higher Education, Inservice Teacher Education, Mainstreaming, Needs Assessment, Preservice Teacher Education, Program Descriptions, Questionnaires, Rural Areas, *Rural Education, Rural Schools, School Districts, Special Education, *Special Education Teachers

Identifiers—*College of Saint Rose NY, Public Law 94 142

The paper summarizes the first year (1983-84) of a 3-year rural education project entailing collaboration between the College of Saint Rose (Albany, New York) and rural chief school officers (CSOs) to improve service to handicapped students. Project objectives are listed: to improve education of mainstreamed handicapped students by helping CSOs plan staff development programs, utilize expertise of rural CSOs to improve preservice curriculum at the College, provide practicum and student teacher

settings to address the unique needs of handicapped students in rural schools, provide preservice students the opportunity to serve as "rural interns," and provide a model program for other teacher training programs. Problems of serving handicapped children in rural areas are discussed. Project organization is described, including the orientation meeting with participating CSOs from 15 target school districts, and the first of 3 regional cooperative meetings between CSOs and high-level administrators from their districts, grant staff and consultants, and members of the College's Rural Task Force. Organization for the project's subsequent years is covered. Project results for the year are noted, including success as a catalyst and facilitator of inservice training to rural CSOs and formation of the Rural Task Force. The project's Needs Assessment Instrument is appended. (MH)

ED 241 236

RC 014 657

Saxton, Dean And Others

Dictionary: Papago/Pima-English, English-Papago/Pima = O'othham-Mil-gahn, Mil-gahn-O'othham.

Pub Date—83

Note—174p.

Available from—University of Arizona Press, 1615 E. Speedway, Tucson, AZ 85719 (\$14.95).

Language—English; Papago

Pub Type—Reference Materials—Vocabularies/Classifications (134)—Books (010)—Multilingual/Bilingual Materials (171)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—*American Indian Culture, *American Indian Languages, American Indian Reservations, Definitions, *English, Etymology, Grammar, Kinship, Linguistics, Maps, Numbers, *Papago, Phonology, *Pronunciation, Time, *Translation

Identifiers—Papago (Tribe), *Pima, Pima (Tribe)

Useful for both linguists and laymen because of its scientific validity and accuracy, the second edition of the Papago/Pima-English dictionary gives full definitions for over 5,000 entries. Beginning with a practical alphabet for Papago-Pima and a guide to the dictionary, the book is divided into two parts. In addition to the lexical entries, Part I (Papago/Pima-English) contains instructions and information regarding main entries, subentries, spelling, singular and plural forms, distributive forms, alternate forms, parts of speech labels, definitions, prefixes and suffixes, combining elements, parts of speech, taxonomic classifications of plants and animals, cross references, etymology, usage, and abbreviations and symbols. Part II (English-Papago/Pima) contains its own list of abbreviations and symbols in addition to the lexical entries. The dictionary contains appendices containing information on Papago/Pima phonology, time and calendar, cultural terms, kinship, maps and placenames, numbers, and pronunciation. The dictionary is believed to be the only published dictionary of the Papago/Pima language. (SB)

ED 241 237

RC 014 658

Fink, Deborah Schwieder, Dorothy

Iowa Farm Women in the 1930s—A Reassessment.

Pub Date—Feb 84

Note—26p.; Paper presented at the American Farm Women in Historical Perspective Conference (Las Cruces, NM, February 2-4, 1984).

Pub Type—Historical Materials (060)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Adult Education, Clubs, Community Attitudes, Community Involvement, Community Organizations, Economic Climate, Extension Education, *Family Income, Farm Accounts, Farm Labor, Females, Food, Leadership Training, *Rural Economics, Rural Environment, *Rural Extension, *Rural Farm Residents, *Rural Schools, Rural Urban Differences, School Community Programs, School Community Relationship, Sex Role, United States History

Identifiers—Depression (Economic 1929), *Farm Women, *Iowa

Both economically and socially, Iowa farm women played important roles in supporting and maintaining the rural population during the 1930s. They continued their patterns of production for consumption and for income, and during the Depression this production constituted a larger and more significant part of the household economy. Women kept large gardens and orchards and dried or preserved fruits and vegetables for later use; they butchered poultry and gathered eggs for family use

and for sale; they separated cream and sold cream, butter, and cheese to town customers. While poultry raising was expected of women and was not considered technically sophisticated, it entailed considerable skill; women learned it from their mothers and from extension education programs and farm journals. Ironically, many farm women and their families experienced improved living conditions during the 1930s, because of improved automobiles, better roads, and especially electricity. Many took part in more activities outside the home. Rural schools provided a focal point for rural neighborhoods, as box socials, spell downs, picnics, and general neighborhood meetings were held there. Schools kept people in touch and provided an important social outlet for neighborhood residents. Farm women also took part in many extension activities, including helping select the annual extension project and attending leadership training schools. (MH)

ED 241 238

RC 014 659

Directory of Rural Development Researchers in the South. SRDC Series Publication #68.

Southern Rural Development Center, Mississippi State, Miss.

Pub Date—Mar 84

Note—71p.; For related document, see ED 210 143.

Available from—Southern Rural Development Center, Box 5406, Mississippi State, MS 39762. Pub Type—Reference Materials—Directories/Catalogs (132)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—College Faculty, Community Development, Higher Education, Human Services, International Programs, Quality of Life, *Research Directors, *Researchers, Research Projects, Rural Areas, *Rural Development, Rural Economics, Rural Education, Rural Population

Identifiers—*United States (South)

The directory of rural development researchers in the South first lists researchers by state for the 13 southern states and Puerto Rico, then by subject area. Research projects (25) of the Southern Rural Development Center since 1975 are also listed. The listing by state covers Alabama (31 researchers), Arkansas (12), Florida (10), Georgia (15), Kentucky (18), Louisiana (18), Mississippi (17), North Carolina (43), Oklahoma (11), Puerto Rico (1), South Carolina (18), Tennessee (23), Texas (23), and Virginia (16). The listing by subject area uses categories of administration/marketing/management (24 researchers), agriculture (17), citizen participation (2), community development/economic development/rural development (91), community services/facilities (14), demography/population (18), energy conservation (12), evaluation (9), finance (22), gerontology/nutrition/elderly (10), health services (7), housing (20), income studies (17), and labor force (14). Other categories are land use (15), miscellaneous (21), public policy/policy planning (7), quality of life (7), recreation (3), research methodology (8), resource development (21), rural crime (3), rural development research—international programs (10), rural education (13), rural industrialization (13), rural safety (2), small farms (36), social change (22), socioeconomic attainment (3), solid waste/water resources (13), state government/local politics (9), and transportation (7). (MH)

ED 241 239

RC 014 660

Outdoor Education Committee Report.

North York Board of Education, Willowdale (Ontario).

Pub Date—Mar 83

Note—66p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Board of Education Policy, Budgets, *Day Camp Programs, Elementary Secondary Education, Field Trips, Foreign Countries, *Nature Centers, Needs Assessment, Outdoor Activities, *Outdoor Education, Parent School Relationship, Program Budgeting, Program Descriptions, *Program Evaluation, *Resident Camp Programs, Student Transportation

Identifiers—*Ontario (North York)

The committee report on the North York (Ontario) outdoor education program reviews the program and related policies, identifies concerns that need addressing, and recommends prioritized and cost-effective actions. A section of background information covers history of outdoor education, present Ministry of Education policy, and present North York Board of Education policy, and lists three pro-

gram support documents published by the Board. The outdoor education program is discussed under categories of day programs, day center programs, and residential programs. A general section addresses such concerns as curriculum/program, parental permission, program awareness, transportation, budget control, records, and definition problems. A summary of recommendations lists 7 for the day program, 7 for the day center program, 11 for the residential program, and 14 general recommendations, including encouraging teachers to use out-of-classroom activities as part of regular programs, encouraging senior students to help with elementary and intermediate outdoor education programs, and preparing a television presentation on North York outdoor education programs, for public and staff information. Eleven appendices include budgets for program components, a comparison chart of metropolitan Toronto outdoor education residential centers, 9-part Board policy on outdoor education, excerpts from a transportation report, and plans for future developments. (MH)

ED 241 240

RC 014 661

Goodman, Yetta And Others

A Two-Year Case Study Observing the Development of Third and Fourth Grade Native American Children's Writing Processes.

Arizona Univ., Tucson. Coll. of Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 84

Grant—NIE-G-81-0127

Note—432p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC18 Plus Postage.

Descriptors—*American Indian Education, Comparative Analysis, Educational Environment, Elementary Education, English, Grade 3, Grade 4, Linguistics, Research Methodology, Semantics, *Skill Development, Student Behavior, *Student Writing Models, *Syntax, *Writing Processes, Writing Skills

Identifiers—Indian Oasis Public School District AZ, *Orthography, *Papago (Tribe)

To gain an understanding of the development of the composing process, researchers observed, categorized, analyzed, and collected the writing of 10 Papago third and fourth graders in the Indian Oasis Public School District of Arizona over a period of two years. Of 30 children originally chosen to represent lower, middle, and upper development levels, 6 became the focus of in-depth study. Researchers collected data from observation; videotapes; interviews with parents, children, and teachers; and debriefing notes. They also studied 300 English language texts (over 17,000 words) produced by the children in regular classroom settings to determine the status and development of the orthographic features (spelling, punctuation), syntactic features (clauses, phrases, terminable units), and semantic and pragmatic issues including textual cohesion, contractions, dialect, metalinguistic knowledge, and overt behaviors accompanying writing (such as revision, subvocalization, rereading, interruptions, resource use, stop and think). The report describes the findings and the educational environments in the children's classrooms. It includes detailed analyses of the development of the writing process of each of the six children studied in depth. The analyses include information regarding the children's background, samples of the children's work, excerpts from the interviews, and descriptions of the various aspects of the writing process. (SB)

ED 241 241

RC 014 664

Campbell, Paul

The Social Worker, the Community and the Rural

Family: The Implications for Worker Training.

Pub Date—Jul 82

Note—8p.; Paper presented at the Annual National Institute on Social Work in Rural Areas (7th, Des Moines, IA, July 24-27, 1982).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Change Agents, *Cross Cultural Training, *Cultural Awareness, *Cultural Context, Cultural Influences, Delivery Systems, Family Environment, Family Influence, Higher Education, Human Services, *Professional Training, *Rural Population, Self Evaluation (Individuals), Sensitivity Training, Socialization, *Social Workers, Training Methods, Training Objectives

Identifiers—Historical Background, *Rural Culture

The objectives of a university training program for

rural social workers are to develop insights into cultural and stereotypical attitudes of social workers and to increase worker cultural sensitivity and awareness of value differences. The focus of the training is on the process by which workers evaluate extrinsic and intrinsic factors related to clients and clients' social situation. The model evolved is similar to those used in cross-cultural training, and requires workers to examine their own emotions, values, and self-esteem, and to be open to becoming involved and changed. The goal of training is to help workers gather information in a situation where facts are often less important than perceptions and attitudes. Major concepts are the historical context of today's rural family, human service workers as agents of the rural service delivery system, and the family as a social learning system. For each major concept, the paper lists important related concepts, and title, author, and publication date for resources (14, 11, and 10 resources, respectively) from various disciplines. Six related journals are also listed, with availability information. (MH)

ED 241 242

RC 014 667

Barnhardt, Carol

"Let Your Fingers Do the Talking": Computer

Communication in an Alaskan Rural School.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—[84]

Note—33p.; For related documents, see RC 014 668-669.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Alaska Natives, American Indian Education, Audio Equipment, Communications, *Distance Education, Educational Administration, Elementary Secondary Education, *Eskimos, Gifted, Inservice Teacher Education, Instructional Materials, *Microcomputers, *Networks, Rural Education, Rural Schools, Special Education, Staff Development, *Teleconferencing, Telephone Communications Systems

Identifiers—*Alaska (Wainwright), Learn Alaska Network, University of California San Diego

Part of the North Slope Borough District, the two schools in the Inupiat village of Wainwright, Alaska, began to take advantage of communications technology for teaching, administration, and staff training purposes in 1983. At that time, three teachers took a course offered by the University of Alaska via computer and audio-conference on the subject of using computers as communications tools. The teachers altered the increasing reliance of the schools on audio-conferencing for administrative and instructional uses. They began to use computers to communicate with supervisors in other locations, to teach math drills and practices, to teach science, and to improve research projects. However, the most interesting use of the computer was as a communications tool for instructional and administrative purposes. Using the computer and one of many electronic networks, students exchanged information with students in California; teachers exchanged information with other teachers and with supervisors; administrators sent notes regarding travel schedules, book orders, test scores, and evaluation procedures; and university instructors presented information about the academic consequences of computers. Wainwright teachers expected to expand computer use for the language arts program and social studies. Special education, staff training, and software use were key issues in the move to computer communications. (SB)

ED 241 243

RC 014 668

McDonald, Joseph P. Thompson, Charles L.

Ruralmicro: Computers and "Excellence" in Small

Town New Hampshire.

Education Development Center, Inc., Newton,

Mass.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—Jan 84

Note—37p.; For related documents, see RC 014 667-669.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Boards of Education, *Change Agents, Computer Programs, *Curriculum Development, *Educational Change, Educational Improvement, *Educational Philosophy, Elementary Secondary Education, *Microcomputers, Program Implementation, Rural Areas, Rural Education, Special Education

Identifiers—BASIC Programming Language, *Hills-

boro Deering Cooperative School District NH, LOGO Programming Language, PASCAL Programming Language

The successful computer program in rural Hillsboro-Deering (New Hampshire) Cooperative School District was the result of a program of excellence in education adopted by a completely new and inexperienced school board in 1978. Supported both by oldtimers and by newcomers, the board acquired new administrators, purged the faculty, and acquired \$15,000 for three Apple computers which were the basis of the computer program. The district hired a zealous computer instructor who, over the next six years, organized a computer room at the joint site of the elementary, middle, and high schools, and expanded it to include 20 Apple microcomputers and a wide variety of software. Always full of students, the casually-run computer room became the site of much learning for elementary, secondary, and special education students of all abilities. The computer instructor developed and taught an introductory computer course for the faculty and established an elaborate K-12 computer curriculum. Beginning in kindergarten with games and minimal word processing, the curriculum advanced students to subject area software, LOGO, and word processing during the elementary school years, started them programming LOGO in grade 8, and continued teaching them BASIC and PASCAL programming and independent studies in high school. (SB)

ED 241 244

RC 014 669

Hoachlander, E. Gareth

Computer Technology in Rural Schools: The Case

of Mendocino County.

MPR Associates, Berkeley, CA.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—Jul 83

Note—42p.; For related documents, see RC 014 667-668.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Boards of Education, Computer Literacy, Computer Programs, *Computers, *Educational Administration, *Educational Finance, Educational Media, Elementary Secondary Education, Federal Aid, Inservice Teacher Education, Job Training, Nontraditional Education, Problem Solving, *Program Implementation, Programming, *Rural Schools, School Districts, Small Schools, *Special Education, State Aid

Identifiers—*California (Mendocino County)

The county education office of Mendocino County, California, serving nine school districts and 11,800 elementary and secondary students, began planning for computers in 1979-1980, purchased two central computers, and by 1983 had one computer or terminal for every 40 students in the county. The county was characterized by its very enthusiastic administrators and by their willingness to experiment and make mistakes. It successfully focused its initial efforts on using computers to improve administration and special education. An evaluation visit to four of the districts revealed that most districts used computers for administrative purposes but that computer instruction was growing. Elementary schools offered some programming and many high schools offered computer literacy, word processing, and programming courses. One alternative high school offered an extensive program of creative computing including music and graphics generation. Despite tight economic conditions, the county managed to find funding for computers from state and federal sources, grants, and discretionary funds. The county spent about \$1,000,000 for hardware and software from 1980-1983 and decided to budget \$175,000/year to maintain the equipment. The effect of geographical isolation on the desire for information was seen as significant to the county's successful move to computer use. (SB)

ED 241 245

RC 014 670

McNeil, Linda M.

Learning Together: Micro-Computers in Crosby,

Texas, Schools.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—Nov 83

Note—37p.

Pub Type—Dissertations/Theses - Doctoral Dis-

sertations (041)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Attitudes, Computer Literacy, Computer Programs, Curriculum Development, Educational Administration, *Educational Finance, *Education Service Centers, Elementary Secondary Education, Gifted, Instruction, *Microcomputers, *Program Implementation, Programming, Remedial Instruction, Rural Education, Rural Schools, School Districts, Staff Development, State Departments of Education, Student Attitudes, Student Teacher Relationship, Teacher Attitudes

Identifiers—*Crosby Independent School District

TX, Texas (Crosby), *Vendors

The Crosby Independent School District near Houston, Texas, planned to introduce microcomputer instruction to its nearly 3,000 students in slow stages that had teachers and students learning at the same time. The initial impetus for computers came from an administrator who found useful information at a Regional Service Center of the State Education Department. The Center, known for its emphasis on technology, offers training, purchase assistance, software information and exchanges, library materials, trade shows, time-sharing, and workshops to help introduce computers to area schools. Using federal and grant funding, the district purchased 12 Radio Shack microcomputers. The vendor assisted in staff training and software choice. By the spring of 1983, seven microcomputers were used in the high school to teach computers as a tool. Courses in computer literacy and basic programming were available. Student interest was high but teacher interest was low. In the elementary school, five microcomputers were used to augment remedial math with practice drills and to augment the gifted and talented program with BASIC programming. The district planned to add 20 microcomputers during 1983-1984. Crosby's plan to purchase hardware and introduce it slowly had both advantages and disadvantages. The most important variables in shaping the plan were district size, finances, and location. (SB)

ED 241 246

RC 014 671

Swenson, Janet, Ed. Rosenthal, Gail, Ed.

Warm Springs: A Case Study Approach to Recognizing the Strengths of the American Indian and Alaska Native Families.

American Academy of Child Psychiatry, Washing-

ton, D.C.

Spons Agency—Law Enforcement Assistance Ad-

ministration (Dept. of Justice), Washington, D.C.

Pub Date—80

Grant—79DF-AX-0069

Note—149p.; Ink on colored paper.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adolescents, Alaska Natives, *American Indians, *Case Studies, *Caseworkers, Child Custody, Child Development, Child Neglect, *Child Welfare, Court Litigation, Court Role, Cultural Background, Cultural Influences, Drug Abuse, Family Problems, Fund Raising, Inservice Education, *Parent Child Relationship, Parent Role, *Training Objectives, Unwed Mothers, Young Children

Identifiers—*Indian Child Welfare Act 1978, Papago (Tribe)

A training manual, intended to foster cooperative, coordinated approaches to resolving Indian child welfare cases, uses the case study approach to help tribal social service and court workers recognize strengths of American Indian and Alaska Native families. The first chapter covers primary aspects and needs of children of all cultures, from infancy through the teenage years. "Approaching a Case," the second chapter, answers questions about the desirability of a holistic approach to troubled children and families; role of tribal courts; nature of court-ordered case studies; and need for special juvenile or children's courts. The next chapter introduces the three case studies which follow. Case studies discuss reasons for child neglect by a teenage mother, a custody dispute between parents (and grandparents) of a 5-year-old mixed-blood child, and the life and plight of a troubled, drug-abusing teenager. The seventh chapter discusses the cases as part of a cycle of family disruption, and summarizes basic principles which should underlie efforts to break the cycle. Creative and expanded use of existing tribal resources is covered in the eighth chapter. The final chapter reviews major points. Appendices list further readings, give definitions, discuss the manual's training uses, describe Papago child welfare procedures, and cover funding and other resources. (MH)

ED 241 247

Mingie, Walter

Leaf Activities.

Protestant School Board of Greater Montreal (Quebec).

Pub Date—82

Note—14p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Art Activities, Elementary Education, Elementary School Mathematics, Elementary School Science, Environmental Education, *Experiential Learning, Language Arts, *Learning Activities, Music Activities, *Outdoor Activities, *Outdoor Education, Sensory Experience, *Teaching Guides, Trees, Vocabulary Development

Identifiers—*Leaves (Trees)

Leaf activities can provide a means of using basic concepts of outdoor education to learn in elementary level subject areas. Equipment needed includes leaves, a clipboard with paper, and a pencil. A bag of leaves may be brought into the classroom if weather conditions or time do not permit going outdoors. Each student should pick a leaf, examine it carefully, then describe it to a partner or in a group of three. Vocabulary development is encouraged with use of such words as "leaf," "stem," "vein," and adjectives describing shape and color. Possible learning areas include identifying types of trees by their leaves; language arts (involving oral activities, factual writing, fictional writing, and poetry about leaves); art (using leaves in art projects); music (listening to leaf sounds, finding songs about leaves, and listening to musical compositions that suggest trees and leaves); mathematics (measuring, discussing, counting, and sorting leaves); science (observing and comparing color, structure, size, shape, and odor of leaves); the senses (observing visual, tactile, sound, and scent aspects of leaves); and understanding a leaf (including scientific explanations of the functions of leaves). Four general concepts/aims of outdoor education are given. (Author/MH)

ED 241 248

Wood, Diane, Comp.

Songs for Residential Outdoor Education Programs.

Protestant School Board of Greater Montreal (Quebec).

Pub Date—Feb 83

Note—26p.

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Choral Music, French, *Music Activities, *Outdoor Activities, Outdoor Education, Recreational Activities, Resident Camp Programs, *Vocal Music

Identifiers—*Songs

A collection of songs for residential outdoor education programs gives the lyrics to 42 recent and traditional songs. Recent songs include "Leaving on a Jet Plane," "Blowin' in the Wind," "Country Roads," "Last Thing on My Mind," "City of New Orleans," "Me and Bobby McGee," "Moon River," and "I Shall Be Released." Modern folk songs included are "Jamaica Farewell," "Yellow Bird," "Four Strong Winds," "Early Morning Rain," "This Land Is Your Land," and "Farewell to Nova Scotia." Traditional songs include "Last Night I Had the Strangest Dream," "Sloop John B," "House of the Rising Sun," "Rambling Boy," "Where Have All the Flowers Gone," "Tie the B.Y." and "Log Driver's Waltz." Two songs in French are given: "Un Canadien Errant" and "Chevaliers de la Table Ronde." (MH)

ED 241 249

Mingie, Walter, Comp.

Outdoor Education: Opening and Closing Activities.

Protestant School Board of Greater Montreal (Quebec).

Pub Date—Nov 81

Note—11p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Childrens Games, Elementary Secondary Education, *Group Activities, Higher Education, *Interpersonal Communication, *Learning Activities, Motivation Techniques, *Outdoor Activities, *Outdoor Education, Positive Reinforcement, Recreational Activities, Student Motivation

RC 014 674

Opening activities (to create an atmosphere of cooperation and a desire to work, explore, and learn together) and closing activities (to summarize what has happened or been learned) for outdoor education programs are described. All activities are intended to incite enthusiasm to learn and make the learning activity a desired, joyful experience. Opening activities are "Who Am I?" "Rope Circle," "Color Search Puzzle," "Back to Back Stand Up," "Names on Foreheads," "Rope Duo," and "Scavenger Hunt." Activities suitable for either opening or closing are "Johnny Whoops," "Kim's Game," "Magic Sticks," "Names on Back," "Snail," and "Peanut Hunt." Closing Activities are "Appreciations," "Animal House," "Crazy Walk," "Knots - Web of Life," "Lap Game," "Pass a Smile, Squeeze, Clap," "Pruii-Raincloud," "Sound Off," and "Rain Storm." Six resource books are listed, with information on price and availability. (MH)

SE**ED 241 250****Developing & Innovating Education in Egypt: Policy & Plans. Implementation Programs.**

Ministry of Education, Cairo (Egypt); National Centre for Educational Research, Cairo (Egypt).

Pub Date—Jul 80

Note—117p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Educational Development, *Educational Innovation, Educational Planning, *Educational Policy, *Educational Principles, Educational Trends, Elementary Secondary Education, Evaluation Methods, Foreign Countries, *Program Implementation, Teacher Education

Identifiers—*Egypt

Policies, plans, and programs for development and innovation in Egyptian education are discussed. Chapter 1 focuses on the fundamentals of general education in Egypt, examining fundamental traits of Egyptian society, local and international variables, general trends of educational development and innovation, traits and goals of future education, and basic principles guiding educational development in this country. The latter include education for deepening democracy, for comprehensive development and productive work, in the context of Arab cultural identity, and as a lifelong process. Chapter 2 introduces a strategy for implementing the new educational policy. General principles and outline of the proposed plan are considered in chapter 3. Also considered are programs for developing: (1) the structure and context of education; (2) educational welfare, evaluation techniques, and student inflow rates; (3) teacher education and training; (4) buildings, equipment, and educational aids; and (5) educational administration, data and research systems, and funding. (JN)

ED 241 251**Elementary School Mathematics: Annotated Bibliography. Second Annual Update.**

CEMREL, Inc., St. Louis, Mo. R&D Interpretation Service.

Pub Date—Dec 81

Note—37p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Elementary Education, *Elementary School Mathematics, *Mathematics Instruction, *Mathematics Materials, Resource Materials

Identifiers—PF Project

Twenty-two books related to the teaching of elementary-level mathematics are listed alphabetically by author in this annotated bibliography. With few exceptions, the books were published between 1976 and 1980. For each citation, information on author, publisher, and availability as well as a brief abstract is provided. A subject index is also included. (LP)

ED 241 252**Educational Plan: Title I Elementary Mathematics Program. Description, Performance Objectives, and Tests. Revised.**

Des Moines Public Schools, Iowa.

Pub Date—79

Note—227p.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

SE 039 191**EDRS Price - MF01/PC10 Plus Postage.**

Descriptors—Arithmetic, *Behavioral Objectives, Decimal Fractions, Elementary Education, *Elementary School Mathematics, Geometry, Item Banks, Mathematical Logic, *Mathematics Instruction, Measurement, Number Concepts, Probability, Program Descriptions, Ratios (Mathematics), *Sequential Approach, *Test Items

Identifiers—Elementary Secondary Education Act Title I, PF Project

This three-part guide presents a brief program description along with lists of performance objectives and lists of test items for the Des Moines (Iowa) Public Schools Title I Elementary Mathematics Program. The program description provides background information on the Des Moines Public School District and describes the student selection/screening process, the instructional process, and the parent-school-communication process used in the program. The performance objectives section presents objectives for kindergarten through eighth grade for the following ten strands: (1) measurement; (2) logic and sets; (3) numeration; (4) addition-subtraction; (5) multiplication-division; (6) rational numbers; (7) geometry; (8) decimal fractions; (9) proportion and percent; and (10) probability. This section also includes an objectives hierarchy chart which divides the K-8 sequence into 29 steps and lists the objectives for each strand that should be taught at each step. The test items section offers test items which are keyed to the performance objectives for each strand with the exception of the probability strand. (DC)

ED 241 253**Strategies & Materials. Teaching Strategies: Title I Elementary Mathematics Program, 1978-79.**

Des Moines Public Schools, Iowa.

Pub Date—79

Note—192p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Addition, *Arithmetic, Decimal Fractions, Division, Elementary Education, *Elementary School Mathematics, *Fractions, Learning Activities, *Manipulative Materials, Multiplication, *Sequential Approach, Subtraction, Teaching Guides, Teaching Methods

Identifiers—Concrete Operations, Elementary Secondary Education Act Title I, PF Project

This guide contains six sections which offer suggested sequential steps for teaching addition, subtraction, multiplication, division, fraction concepts and algorithms, and decimal fractions. Based on the manipulative approach, the guide offers activities and teaching methods which give students many opportunities to work with models. This approach gives the students, who are in the concrete stage of development as defined by Piaget, help with the discovery and understanding of the mathematical concepts. To help the teacher guide the students through the lessons, a two-column format is used in which sample questions and teaching suggestions are listed to the right of the activities. An introductory page for each section describes the approach used and presents background information on children's learning and on the mathematical operation or concept involved. Des Moines (Iowa) Mathematics Performance Objective numbers are listed to the left of appropriate lessons. (DC)

ED 241 254

Gronert, Joie Marshall, Sally

"Help Wanted, Inquire Within": Estimation. Activities and Thoughts That Emphasize Dealing Sensibly with Numbers through the Processes of Estimation. (Grades 1-6). Title I Elementary Mathematics Program.

Des Moines Public Schools, Iowa.

Pub Date—79

Note—25p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Addition, *Computation, Division, Elementary Education, *Elementary School Mathematics, *Estimation (Mathematics), Guidelines, Learning Activities, Mathematical Concepts, Mathematics Instruction, Measurement, *Metric System, Multiplication, *Problem Solving, Subtraction, Units of Study

Identifiers—Elementary Secondary Education Title I, PF Project, *Quantitative Thinking

Developed for elementary teachers, this activity unit is designed to teach students the importance of estimation in developing quantitative thinking. Nine ways in which estimation is useful to students

RC 014 676

are listed, and five general guidelines are offered to the teacher for planning estimation activities. Specific guidelines are provided for teaching estimation in the following areas: quantity; rounding; addition; subtraction; money; multiplication; division; measurement (including spatial relationship, body measurement, and linear measurement); volume; temperature; time; and mass. The five main activities offered are (1) guessing the number of objects on a piece of wallpaper; (2) weighing rocks; (3) measuring the length of wallpaper, including metric measurement; (4) measuring shoe string licorice using a metric ruler; and (5) estimating the number of chews in a Tootsie Roll, the number of sips in a glass of Kool-Aid, and the amount of time it takes to melt peppermint candy. Eight additional short activities are offered at the end of this unit. Also included is a list of the sources used to develop this unit. (EM)

ED 241 255 SE 041 791

Oxberger, Nancy Sollenberger, Sherry

"Numbers, Numerals, Numeration": Activities Using Numeration Cards with Emphasis on Place Value, 100 Board Activities, and Number Words. (Grades 1-4.) Title I Elementary Mathematics Program.

Des Moines Public Schools, Iowa.

Pub Date—79

Note—18p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, *Elementary School Mathematics, Instructional Materials, Learning Activities, *Mathematics Instruction, *Number Concepts, *Numbers, Reinforcement Identifiers—Elementary Secondary Education Act Title I, Numeration Tasks, PF Project

Mathematics activities and materials for teaching and reinforcing number concepts are presented. The activities, which rely primarily on number cards, are divided into the following sections: (1) sets less than ten; (2) the teen numbers; (3) sets and numerals to 100; (4) numeration; and (5) words that represent numbers (e.g., "one=1"). An inventory of number cards needed for the activities is included along with samples of the following number cards: picture cards representing the numbers 1 through 19; picture cards representing sets of ten; expanded numeral cards for teen numbers (e.g., "10+1," "10+2," etc.); and overlay cards for teaching place value up to the thousands place. Des Moines (Iowa) Performance Objective numbers which relate to the activities are listed on the left of each page. (DC)

ED 241 256 SE 041 792

Vandehoar, Ann Reed, Gail

"Seeing through Fractions": Methods for Teaching Fractions with Emphasis on Equivalency and Multiplication Using Models. (Intermediate Grades.) Title I Elementary Mathematics Program.

Des Moines Public Schools, Iowa.

Pub Date—79

Note—25p; Adapted with permission from workshop by Marilyn Zweng, NCTM Annual Meeting (1979).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Elementary School Mathematics, Equations (Mathematics), *Fractions, Instructional Materials, Intermediate Grades, Learning Activities, *Mathematical Models, Mathematics Instruction, Multiplication, *Number Concepts, Teaching Guides, Teaching Methods Identifiers—Elementary Secondary Education Act Title I, PF Project

Activities and teaching methods for developing an understanding of fractions are presented. The activities, which use mathematical models (visual representations of fractions), are divided into three sections: (1) equivalent fraction circles; (2) fraction bars; and (3) multiplication of fractional numbers using squares. Each section includes the purpose (concept or concepts to be taught), materials needed (transparencies and handouts), directions for making the materials, photocopied transparency and handout masters, and teaching procedures for the activities. (DC)

ED 241 257 SE 041 793

Oxberger, Nancy And Others

"Think More about Thinking": Activities and Games That Stress the Process of Problem Solving Utilizing Techniques Which Employ Strategic Thinking. (Grades 2-6.) Title I Elementary Mathematics Program.

Des Moines Public Schools, Iowa.

Pub Date—79

Note—26p; Games and problems on pages 4 and 20-21 have been removed due to copyright restrictions.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Processes, Educational Games, Elementary Education, *Elementary School Mathematics, Geometric Concepts, Learning Activities, *Logical Thinking, *Mathematical Logic, Mathematics Instruction, Number Concepts, Pattern Recognition, *Problem Solving Identifiers—Elementary Secondary Education Act Title I, PF Project

Games and activities which involve problem solving are presented in order to help teachers develop the numeric, geometric, and logical thought processes of elementary school students. The activities and games (many of which are pencil-and-paper) require using logic, plan-ahead strategies, spatial reasoning, strategies based on prior patterns or experience, or some combination of these. Instructions and materials are provided for seven games, most of which involve two players, and for 10 problem-solving activities which can be done individually. (DC)

ED 241 258 SE 041 795

Gronert, Joie Marshall, Sally

"Math Starring the Dominoes": Activities Using Dominoes Designed to Reinforce Basic Facts and to Stimulate Strategic Thinking for Problem Solving. (Grades 1-4.) Title I Elementary Mathematics Program.

Des Moines Public Schools, Iowa.

Pub Date—79

Note—32p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Addition, *Arithmetic, Division, Educational Games, Elementary Education, *Elementary School Mathematics, Learning Activities, *Manipulative Materials, Mathematics Instruction, Multiplication, Pattern Recognition, Resource Materials, *Subtraction

Identifiers—Elementary Secondary Education Act Title I, PF Project

Activities and games which use dominoes to reinforce basic arithmetic skills are presented. Instructions and materials are provided for the activities and games, most of which involve addition and subtraction. Other skill areas which are covered include recognition and matching of domino patterns, multiplication, and division. A seven-item list of resources cites two contact persons, one journal article, and four books. Two reproducible pages provide examples of 55 dominoes, with patterns ranging from zero through nine spots on each half of the domino. (DC)

ED 241 259 SE 041 796

Wood, David Bryant, Jeannette

Acid Rain. Activities for Grades 4 to 12. A Teacher's Guide.

National Wildlife Federation, Washington, D. C.

Pub Date—83

Note—13p; The Acid Rain Teacher's Kit, item #79678, may be purchased from The National Wildlife Federation, 1412 16th St., NW, Washington, DC 20036 (\$1.00, check or money order).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Air Pollution, *Ecology, Environment, Federal Legislation, Interdisciplinary Approach, Intermediate Grades, Learning Activities, Science Activities, *Science Experiments, Secondary Education, Teaching Guides, *Water Pollution

Identifiers—*Acid Rain, Clean Air Act, PF Project This teacher's guide on acid rain is divided into three study areas to explain: (1) what causes acid rain; (2) what problems acid rain has created; and (3) what teachers and students can do to help combat acid rain. Instructions for activities within the study areas include suggested grade levels, objectives, materials needed, and directions for the teacher. Many of the activities are science experiments or investigations. Experiments involve learning about acidity, the water cycle, sources of acid rain pollution, air-borne particles, acid rain's effects on aquatic life and plant seedlings, and the buffering capacity of types of soil. Other activities involve talking with people in the community, learning about the Clean Air Act, and writing letters to

elected representatives. It is suggested that the activities could be incorporated into many subject areas and that a motivating study approach would be to organize the class into small study teams. A crossword puzzle, a glossary, and a bibliography of 17 journal articles, one filmstrip with cassette, one film, and one set of curriculum materials is included. (EM)

ED 241 260 SE 041 797

Butzow, John W. Kane, Philip

Do You Know Our Marine Fish? A Marine Education Infusion Unit.

Maine Univ., Orono. Coll. of Education.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program; National Science Foundation, Washington, D.C.

Pub Date—82

Grant—SER-8160322

Note—73p; Prepared by Northern New England Marine Education Project. Also supported by the Maine Marine Advisory Program.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Ecology, Educational Games, Environmental Education, Experiential Learning, *Ichthyology, Instructional Materials, *Interdisciplinary Approach, Intermediate Grades, Junior High Schools, Learning Activities, *Marine Biology, *Marine Education, Middle Schools, Oceanography, Outdoor Education, Puzzles, Science Education, Units of Study, Word Lists

Identifiers—Dissection, Fishes, Fishing, Fishing Industry, Fish Products, Gulf of Maine, New England, PF Project

Designed to provide teaching materials for middle school and junior high school teachers in northern New England, this marine education unit presents teacher-tested ideas and activities for use in the classroom and in field trips to the ocean. Each unit includes ideas and activities drawn from a variety of content areas so teachers of many different subjects can make use of them. Although specific objectives are given for each activity, the unit has two general objectives: (1) to help students develop improved knowledge about marine fish, and (2) to develop increased awareness of the beauty and complex interrelatedness of marine fish. Students learn about these complex interrelationships by studying fish shapes, classes of fish, sharks, bony fish, fish feeding, commercial fishing, recreational fishing, deep sea fishing, fish aging, and growth. The bulk of the unit consists of student materials and activities including arts and crafts, creative writing, fish in literature, a lesson on cleaning and preparing fish, visual aids, games, fish observation, dissection instructions and diagrams, identification keys, tables, and checklists. Teacher resources include recipes, organizational resources, a directory of fish packers, and an annotated bibliography of books and films. (LH)

ED 241 261 SE 041 799

Butzow, John W. Gregory, Charles J.

Do You Know Our Marine Algae? A Marine Education Infusion Unit.

Maine Univ., Orono. Coll. of Education.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program; National Science Foundation, Washington, D.C.

Pub Date—82

Grant—SER-8160322

Note—65p; Prepared by Northern New England Marine Education Project. Also supported by the Maine Marine Advisory Program.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Ecology, Educational Games, Environmental Education, Experiential Learning, Instructional Materials, *Interdisciplinary Approach, Intermediate Grades, Junior High Schools, Learning Activities, *Marine Biology, *Marine Education, Middle Schools, Oceanography, Outdoor Education, Puzzles, Science Education, Units of Study, Word Lists

Identifiers—*Algae, Gulf of Maine, New England, PF Project

Designed to provide teaching materials for middle school and junior high school teachers in northern New England, this marine education unit presents teacher-tested ideas and activities for use in the classroom and in field trips to the shore. Each unit includes ideas and activities drawn from a variety of

content areas so that teachers of many different subjects can make use of them. Important concepts include the diversity of natural algae communities, and the complex interactions of marine algae with people and the natural seashore environment. Students learn about these complex interrelationships by studying classification, algae species found in the Gulf of Maine, reproduction, ecology, uses of marine algae in the economy, the history of marine algae, the culture and preparation of algae, and the nutritional value of seaweed. The bulk of the unit consists of student materials and activities including games, identification keys, arts and craft ideas, a crossword puzzle, maps, an illustrated field guide, word/phrase lists, game score forms, challenge cards, life history diagrams, puzzle sheets, tests, lists of algae uses, and tables. Teacher resources include an annotated bibliography of over 40 books, articles, periodical sources, and films. (LH)

ED 241 262 SE 043 777

The Nature-Computer Camp. Final Evaluation Report, 1982-1983. E.C.I.A. Chapter 2. District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

Pub Date—Dec 83

Note—64p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, *Attitude Change, Computer Literacy, *Computer Science Education, Ecology, *Environmental Education, Grade 6, Intermediate Grades, *Program Evaluation, Program Implementation, *Socialization, Student Attitudes

This report presents a description and evaluation of the Nature-Computer Camp (NCC), an environmental and computer science program designed for sixth grade students in the District of Columbia public schools. Among the major components of the program were: planning for administration of operating the camp and for instruction in environmental science and computers; staff characteristics; staff development; record keeping procedures; scheduling; materials and supplies; academic curriculum (content and process); instructional process; and the socio-emotional curriculum (attitudes and skills). Observations of inputs for these program components revealed that the only problem encountered was lack of adequate materials and supplies. Overall, the implementation was completed with minimal problems. In addition, all program objectives were attained. These objectives included: a significant gain in knowledge in the areas of stream ecology, woodland ecology and geology, and in knowledge about computers; maintenance or an increase of a positive attitude toward the program; and demonstration of appropriate socialization using a set of social expectations established by staff and student campers. Supporting documentation (including evaluation model schema, data analysis summaries, camp schedules, and samples of expected social behaviors) is included in appendices. (JN)

ED 241 263 SE 043 823

Rubba, Peter A. Wiesenmayer, Randall L. Seven Science Teacher Performance Checklists for Use in Microteaching.

Pub Date—[84]

Note—12p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Check Lists, Communication Skills, *Evaluation Criteria, Higher Education, *Microteaching, *Preservice Teacher Education, Science Education, *Science Instruction, Teaching Methods, *Teaching Skills

Seven checklists were developed to provide precise feedback to students on their teaching performance during secondary science methods microteaching sessions. These checklists measure performance related to: (1) lesson plans; (2) communications skills; (3) generic teaching; (4) concept demonstration; (5) manipulative skills; (6) pre/post-laboratory discussions; and (7) recitation sessions. The instruments and microteaching are part of a six-step learning process used with each instructional strategy in the methods course. These steps include: examining resource materials or attending lectures related to the strategy; observing former student's microteaching session or having strategy modeled by the instructor; preparing the lesson; teaching the lesson; evaluating the lesson using one or more of the checklists; and revising and re-pres-

enting the lesson. (JN)

ED 241 264 SE 043 912

Personnel Needs and Training for Biomedical and Behavioral Research. The 1983 Report of the Committee on National Needs for Biomedical and Behavioral Research Personnel.

Institute of Medicine (NAS), Washington, D.C. Spons Agency—National Institutes of Health (DHHS), Bethesda, Md.

Report No.—IOM-83-03

Pub Date—83

Contract—N01-OD-9-2112

Note—260p.

Available from—Committee on National Needs for Biomedical and Behavioral Research Personnel, Institute of Medicine, National Academy of Sciences, 2101 Constitution Ave., N.W., JH-640, Washington, DC 20418.

Pub Type—Numerical/Quantitative Data (110) — Reports - General (140)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Behavioral Science Research, *Biomedicine, College Science, Doctoral Degrees, Federal Aid, Health Services, Higher Education, Labor Market, *Labor Supply, Medical Research, *Personnel Needs, *Postdoctoral Education, Scientists, *Training

Identifiers—National Research Service Awards, *Nursing Research

This report addresses concerns about the quality of biomedical and behavioral research conducted in the United States and the role that federally supported research and training plays in developing it. In addition, current and projected supply of and demand for scientists in the biomedical and behavioral fields is assessed. These fields include the clinical sciences, basic biomedical sciences, behavioral sciences, health services research, and nursing research. Research and training funding, involvement of Ph.D. scientists in clinical investigations, expansion of the postdoctoral population in basic medical sciences, and career outcomes of former National Institutes of Health predoctoral trainees and fellows are among the other areas assessed. In addition to specific recommendations related to each field, three general recommendations are presented: (1) the primary emphasis of National Research Service Awards programs should continue to be on postdoctoral rather than predoctoral training in most fields; (2) training grants should continue to be the dominant mechanism of support (the institutional component of such grants providing badly needed support to department programs); and (3) clinical investigators are still in short supply and efforts to attract them to research careers should continue. Supporting documentation and detailed data used in analysis leading to recommendations are included in appendices. (JN)

ED 241 265 SE 043 913

Anderson, Ronald D. And Others. Improving Science and Mathematics Education: Costs and Effectiveness.

Colorado State Dept. of Education, Denver. Planning and Evaluation Unit.

Pub Date—Jan 84

Note—177p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cost Effectiveness, *Cost Estimates, Curriculum Development, *Educational Improvement, *Mathematics Education, Program Effectiveness, Program Implementation, School Business Relationship, Science Curriculum, *Science Education, Science Instruction, *Science Programs, Teacher Education

Identifiers—*Colorado, Science Education Research

Sixty-eight specific interventions to improve science education were grouped into 11 categories. Each category was then related to one of three major intervention objectives and an associated group. These categories, grouped by objectives are: (1) interventions increasing amount of time students are engaged in learning science (increasing student requirements); (2) interventions increasing quality of instruction (preservice education; enhancing teaching as a career; improving instructional practice; inservice education; improvement of materials, facilities, and equipment; and assistance from business and industry); (3) interventions to increase the "match" between actual classroom objectives with objectives most appropriate in today's world; and (4) facilitating interventions (improving local lead-

ership, testing programs, and public education). Analyses were conducted to determine the cost of implementing each intervention and to determine a rating of its effectiveness based on research data and other available information. The major conclusion reported is that solutions to problems in science education must be sought in the form of combinations of interventions with full regard for the interactions among these interventions. (Also included are modifications of analyses as they pertain to mathematics education and a delphi study on interventions for improving science and mathematics education in Colorado.) (JN)

ED 241 266 SE 043 916

Firestein, Kenneth And Others. Appropriate Technology Bibliography. California Univ., Davis. Univ. Library.

Pub Date—Oct 83

Note—206p.; This project was funded by a grant from the University of California, Appropriate Technology Program. Document may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agriculture, *Developing Nations, Economic Development, *Energy, Environmental Education, *Industry, Instructional Materials, Physical Environment, Policy, Research and Development, *Technological Advancement, *Technology, Technology Transfer

Identifiers—Alternative Energy Sources, *Appropriate Technology

This bibliography of literature on appropriate technology is divided into three parts. Part 1 is an alphabetical listing of entries by title. Entries with numbers at the beginning of the title are listed first. Each entry includes author, publication year, publisher, source, total pages, institution, and other information. Part 2 is a rotated or "key word in context" (KWIC) index. This is an alphabetical listing by major terms or key words found in titles. A list of words not indexed because they were too common or uninformative are provided at the beginning of this section. Part 3 is an index of the first authors listed in each citation of the bibliography. Materials published and/or entered into one of 11 databases from 1977 through May 1983 are included. A brief discussion of the methodology used to generate the bibliography is also provided. (JN)

ED 241 267 SE 043 917

Abraham, Michael R. Renner, John W. Sequencing Language and Activities in Teaching High School Chemistry. A Report to the National Science Foundation.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—83

Grant—NSF-SED-8015814

Note—716p.; Appendix 1A (pages 1A-1 to 1A-45) have been removed due to copyright restrictions.

Pub Type—Reports - Research (143)

EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors—*Chemistry, Cognitive Development, *Concept Formation, Discussion (Teaching Technique), High Schools, *Instructional Design, *Learning Processes, Lecture Method, Reading Materials, Science Education, Science Experiments, *Science Instruction, Scientific Concepts, *Secondary School Science, Teaching Methods

Identifiers—National Science Foundation, *Science Education Research

A learning cycle consists of three phases: exploration; conceptual invention; and expansion of an idea. These phases parallel Piaget's functioning model of assimilation, disequilibrium and accommodation, and organization respectively. The learning cycle perceives students as actors rather than reactors to the environment. Inherent in that perception are three assumptions, that: (1) each of the three phases is necessary; (2) the sequence of phases must be exploration, conceptual invention, and expansion of the idea; and (3) the form of the exploration is student investigation with materials. Seven experiments were conducted to ascertain the impact of each assumption on students' achievement of conceptual understanding of and attitudes toward selected concepts. Concepts and principal variables (assumptions) tested were: physical and chemical change (sequence); conservation of weight and atoms (necessity); simple chemical reactions (form-lesson control); redox reactions (necessity);

reaction rates (form-data presentation); heat laws (sequence); and Arrhenius acids and bases (form-lesson control). Among the conclusions drawn are those indicating that the sequence of an activity appears to be important, the laboratory as an instructional format for the learning cycle is effective and highly thought of by students, and that teachers utilizing reading with learning cycles shouldn't expect them to be effective. (JN)

ED 241 268 SE 043 918

Duggan, Donald D.

The Federal Role in Energy Education in the U.S.A.

Department of Energy, Washington, D.C. Office of Energy Research.

Pub Date—83

Note—13p; In: Veziroglu, T. N., Ed. *Alternative Energy Sources V. Part F: Energy Economics/Planning/Education*. Amsterdam, Elsevier Science Publishers B.V., 1983, p447-458. Small print may affect reproducibility.

Pub Type—Historical Materials (060) — Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Conservation Education, *Curriculum Development, *Energy Conservation, Engineering Education, Environmental Education, *Federal Programs, *Government Role, Instructional Materials, Material Development, *Program Effectiveness, *Science Education, Training Identifiers—Department of Energy, *Energy Education, National Science Foundation

The federal government's role in energy education in the United States over the past 35 years is discussed, focusing on four major areas: (1) training at all academic levels; (2) instructional materials and their development; (3) conceptual foundations of energy education materials; and (4) research and evaluation studies on the effectiveness of the federal government's attempts at energy education. Among the programs reviewed are those sponsored by the Atomic Energy Commission (AEC), Department of Energy (DOE), and the National Science Foundation. Also reviewed is the government response to the Arab-imposed oil embargo, formation of the Federal Energy Office (FEA), absorption of the FEA and AEC into the Energy Research and Development Administration, and the eventual establishment of the Department of Energy. In addition, government-sponsored efforts at articulating a coherent set of ideas related to energy education are reviewed. These efforts are reflected in such reports as "Fundamentals of Environmental Education," "Energy Education Workshop Handbook," and "A Conceptual Framework for Energy Education, K-12." The latter is a detailed outline for curriculum specialists, textbook writers, and producers of other forms of energy curriculum materials. The scope and conclusions of several studies of federal energy education programs concludes this document. (JM)

ED 241 269 SE 043 919

McClellan, Kathryn T.

Why Mathematics?

Pub Date—84

Note—10p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Art, Cognitive Processes, *Educational Philosophy, Engineering, *Mathematical Applications, *Mathematics, *Mathematics Education, Music, Religion, Sciences

Why mathematics should be learned is discussed. Its role as an important active force in the development of our civilization, and as the most useful subject taught in our schools, next to English, is noted. The primary objective of all mathematics work is to help man study nature, and some practical achievements of this connection are noted. Mathematics is also important in a number of fields, such as the social sciences, business, medicine, military science, communication, and transportation. Then, mathematics as a beautiful art form is discussed, and its relationship to music is described. What mathematics should mean to ministers is also noted. The relevancy of pure mathematics, which may seem to have no practical use, is detailed. Finally, that mathematics trains the mind to think clearly is propounded. A closing comment stresses everyone's need for mathematics. (MNS)

ED 241 270 SE 043 920

McClellan, Kathryn T.

Math Anxiety: Cause, Impact and Challenge to Black Students.

Pub Date—84

Note—7p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Black Students, *Careers, *Educational Philosophy, Engineering, *Mathematics Anxiety, *Mathematics Education, Mathematics Instruction, Sciences

The underrepresentation or absence of blacks in many science and engineering areas is of major concern. A strong mathematics background is essential to success in these fields, and mathematics anxiety is the greatest obstacle facing many black students. Seven common causes of mathematics anxiety among blacks are listed: low expectations and callous reactions of teachers to student questions; teachers' overemphasis on fundamental and computational procedures rather than creative problem solving; parental expressions of their mathematics difficulties; inadequate knowledge of black achievement in science and engineering; the belief that special talents are needed; the belief that mathematical ability is inherent rather than developed; and the failure to be properly trained in early grades. The fear that prevents many blacks from seeking jobs that require mathematics is also discussed. Five challenges that must be faced are then presented to aid blacks in overcoming mathematics anxiety. (MNS)

ED 241 271 SE 043 921

Ingraham, Elizabeth Wright

A Query into the Quarter Century on the Interrelationships of Food, People, Environment, Land and Climate. Output Report.

Wright-Ingraham Inst., Colorado Springs, CO.

Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.

Pub Date—Nov 75

Note—49p; Report documents information gathered at a workshop of scientists and educators (Baja, CA, January 15-17, 1975).

Available from—Charles F. Kettering Foundation, Winters Bank Bldg., 5335 Far Hills Ave., Suite 300, Dayton, OH 45429.

Pub Type—Collected Works - Proceedings (021) — Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Agricultural Production, *Climate, Environmental Education, Food, *Futures (of Society), *Land Use, *Physical Environment, Policy Formation, *Population Growth, Population Trends, Research Needs, Weather

Identifiers—Environmental Quality

Scientists and educators examined long-term national and world trends related to the web of interrelationships involved in climate, food production, population, land use, and environmental quality. Current information and projections for the next quarter century were discussed. In reviewing scientific findings, it was noted that global weather will fluctuate more in the next 25 years than it has during the last 2 decades. Discussions on how to decrease some of the 50 percent crop loss from rodents, insects, disease, waste, and spoilage were triggered by knowledge that world food demand today is the largest in history and that it will increase in future years. The fact that less developed countries will suffer most from food shortages and that famine, social unrest, and possible political chaos may not be far away was of considerable concern. In pinpointing new land for conversion to crops, it was noted that people create five times more desert than cropland, that expanding world population means urban encroachment on prime food producing land, and that atmospheric pollution by people may be modifying the climate enough to significantly alter the boundaries of existing croplands for the next 25 years. (JN)

ED 241 272 SE 043 922

Rubba, Peter A.

Public School Principals Assess Illinois Science Teacher Demand—Data from Southern Illinois.

Pub Date—84

Note—15p; Paper presented at the 1984 Research and Projects Field Day of the SIUC chapter of Phi Delta Kappa (March 3, 1984). Paper based on study by Rubba and Becker (1984).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biology, Chemistry, Earth Science, *Employment Opportunities, *Employment Projections, General Science, Geology, Mathematics Teachers, Physics, Principals, Science Education,

*Science Teachers, State Surveys, Teacher Employment, *Teacher Supply and Demand, Teaching (Occupation) Identifiers—*Illinois

A methodological weakness of recent studies on teacher shortages is the degree to which respondents in these surveys were removed from the school environment, and consequently from science and mathematics teacher hiring. An attempt was made to resolve this problem by assessing Illinois public school principals (grades 6 to 12) on science and mathematics teacher demand in their schools. A questionnaire (designed specifically for this purpose) was used to ask principals (N=413) to predict their schools' future demand for science and mathematics teachers given their knowledge of local population trends, and anticipated teacher retirement and resignations. Questionnaires were returned by 228 principals, a 55 percent return rate. This paper reports findings collected from 32 southern Illinois principals relative to the anticipated level of science teacher demand in southern Illinois through the 1985-86 to 1990-91 school years. Projections for 1985-86 indicate a need for 10 full time junior high school teachers, 10 quarter-time physics teachers, and 10 quarter time earth science/geology teachers; an adequate supply of chemistry teachers; and an oversupply of biology teachers. Projections for 1990-91 show essentially no demand for science teachers in southern Illinois. (JN)

ED 241 273 SE 043 923

Roberts, Leslie

Genetic Engineering of Plants. Agricultural Research Opportunities and Policy Concerns.

National Academy of Sciences - National Research Council, Washington, DC. Board on Agriculture.

Report No.—ISBN-0-309-03434-5

Pub Date—84

Note—96p; Summary of the National Academy of Sciences Convocation on the genetic engineering of plants (Washington, DC), May 23-24, 1983.

Available from—National Academy Press, 2101 Constitution Ave., N.W., Washington, DC (\$9.50 single copy).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agricultural Production, *Botany, *College Science, Cooperative Programs, Cytology, *Dna, *Genetic Engineering, Genetics, Higher Education, Industry, Laboratory Safety, Patents, Policy, *School Business Relationship, Scientific Research

Identifiers—*Biotechnology, Plants (Botany)

Plant scientists and science policymakers from government, private companies, and universities met at a convocation on the genetic engineering of plants. During the convocation, researchers described some of the ways genetic engineering may be used to address agricultural problems. Policymakers delineated and debated changes in research funding and training necessary to realize this potential. In addition, various speakers urged new collaborative efforts among basic scientists and plant breeders. This book, intended to serve as an introduction and guide for those who wish to follow the development of this promising new technology, summarizes these discussions. Sections in the book focus on topics and issues related to: (1) crop improvement; (2) gene transfer; (3) genetic engineering as a tool for fundamental plant science; (4) somatic cell genetics; (5) applications of biotechnology to agricultural problems (including herbicide resistance, bioengineered microorganisms used to combat plant diseases, and nitrogen fixation); (6) policy and institutional considerations; (7) university-industry relations (considering university concerns, industry concerns, and a three-way cooperative program in New York); (8) safety regulations; and (9) patents. (JN)

ED 241 274 SE 043 924

A Summary of the Cockcroft Report "Mathematics Counts."

Association of Teachers of Mathematics, Derby (England).

Pub Date—Feb 82

Note—29p; Document may be marginally legible.

Available from—Association of Teachers of Mathematics, Kings Chambers, Queen St., Derby, England, DE1 3DA (75p each, 40p for orders over 50 copies).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Calculators, Computers, Educational Change, Educational Needs, *Educational Trends, Elementary Secondary Education, Employment Qualifications, Facilities, Guidelines, Inservice Teacher Education, Mathematics Achievement, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Mathematics Teachers, Preservice Teacher Education, *Teacher Education, Teaching Methods, Testing

Identifiers—*Cockcroft Report, *England

This document summarizes "Mathematics Counts," the report of the Committee of Inquiry into the Teaching of Mathematics in Schools in Great Britain, chaired by Dr. W. H. Cockcroft. It provides a digest of the report, paralleling the following chapters: (1) why teach mathematics? (2) the mathematical needs of adult life, (3) the mathematical needs of employment, (4) the mathematical needs of further and higher education, (5) mathematics in schools, (6) mathematics in the primary years and in the secondary years, (7) calculators and computers, (8) assessment and continuity, (9) examinations at 16+, (10) mathematics in the Vth form, (11) facilities for teaching mathematics, (12) the supply of suitable qualified mathematics teachers, (13) initial training courses, (14) in-service support for teachers, (15) some other matters, and (16) the way ahead. (MNS)

ED 241 275

SE 043 925

Nicholls, Peter, Ed.

The Science in Science Fiction.

Report No.—ISBN-0-394-53010-1

Pub Date—83

Note—209p; Some pages may not reproduce well due to photographs.

Available from—Alfred A. Knopf, Inc., 201 E. 50th St., New York, NY 10022 (cloth, \$25.00; paper, \$14.95).

Pub Type—Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Biological Sciences, Bionics, Fantasy, *Futures (of Society), *Physical Sciences, *Science Fiction, *Scientific Concepts, *Space Exploration, War

Identifiers—*Extraterrestrial Life

This 12-chapter book discusses the scientific facts behind the ideas included in the novels of Robert Heinlein, Isaac Asimov, Frederik Pohl, Arthur C. Clark and other science fiction writers. Areas explored in the first 11 chapters include: exploration of deep space; energy and exotic power sources; likelihood of extra-terrestrial life and the forms it may take; imaginary science (such as alternative universes, antigravity, speeds faster than light, instantaneous communications); time travel and other universes; warfare; intelligent machines; men and supermen (biological engineering); mechanisms of artificial intelligence; unidentified flying objects (UFOs); powers of the mind; and future societies (considering machines and the leisure society, conditioning and brainwashing, psychotropic drugs, crime and punishment). The final chapter is devoted to the places where science fiction writers have gotten their science all wrong as well as some famous bad predictions. (A list of stories and novels cited along with a brief list of non-fiction books for further background reading are included.) (JN)

ED 241 276

SE 043 926

Metro, Laura J. And Others

Forest Experiences of Fifth-Grade Chicago Public School Students.

Forest Service (DOA), St. Paul, Minn.

Report No.—USDA-RP-NC-216

Pub Date—81

Note—8p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Students, Elementary Education, *Environmental Education, *Expectation, Fear, Grade 5, *Prior Learning, *Racial Differences, Sex Differences, *Student Attitudes, *Urban Youth, White Students

Identifiers—Environmental Education Research, *Forests

Through a Chicago Public School Program fifth-grade students from different cultures and backgrounds were brought together to experience and learn about a forest environment. These urban students (N=269) completed a brief questionnaire about their previous experiences, perceptions, and expectations regarding forest resources. Findings indicate that most children had been to an urban or

rural forest and had enjoyed and learned from the experiences (which usually involved walking or hiking), that most students who had not visited a forest probably would enjoy such an experience, and that previous forest/woodland experiences of these students differed by sex and ethnic background. Although most students felt safe in the forest and in their own neighborhood, blacks reported a larger number of dangers in each environment. These and other findings have implications for urban education programs that focus on forests and related resources. When developing such programs it is not enough to study only the children's reaction to the forest. The home environment must also be considered in order to relate the educational program to concepts the children can understand and to comprehend the children's reaction to the material being presented. (BC)

ED 241 277

SE 043 927

Panem, Sandra, Ed.

Public Policy, Science, and Environmental Risk.

Brookings Dialogues on Public Policy.

Brookings Institution, Washington, D.C.

Report No.—ISBN-0-8157-6901-6

Pub Date—83

Note—72p; Papers presented at a workshop at the Brookings Institution (Washington, DC, February 28, 1983).

Available from—Brookings Institution, 1775 Massachusetts Ave., N.W., Washington, DC 20036.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Air Pollution, *Cancer, *Environmental Standards, Federal Legislation, Food, Occupational Safety and Health, Physical Environment, *Policy Formation, Public Health, *Public Policy, Safety, *Sciences, *Toxicology

Identifiers—Clean Air Act 1963, *Environmental Risk Assessment

This workshop explored the complex issues involved in scientific measurement of environmental risk. Specific purposes were to articulate policy issues that concern the use of scientific data in environmental risk assessment and to contribute to the dialogue from which better policy might emerge. Viewpoints of workshop participants from the executive and legislative branches of government, industry, the academic community, and the policy analysis community are provided under these titles: "Differences in Assessing Risks for Food and Drugs" (J. Richard Crout); "Risk Assessment and the Legislative Process" (Thomas H. Moss); "Science and Environmental Risk: Policy Issues" (Denis Prager); "Regulating Toxic Substances: An Update" (Morton Corn); "New Scientific Issues" (Robert J. Moolenaar); "The Clean Air Act: An Update" (Gilbert S. Omenn); "Ecological Factors in Human Cancer" (John Higginson); "Future Directions for Science and Policy" (William W. Lowrance); "Risk Analysis at the Office of Technology Assessment" (John H. Gibbons); and "Industrial Perspective on Regulating Carcinogens" (Monte C. Thordahl). Among the broad areas of consensus reported are those indicating that federal regulations are needed (especially in regulating chemical substances that affect human health) and that there is rarely an effective dialogue between industry and government before issues become critical and debate assumes a confrontational character. (JN)

ED 241 278

SE 043 928

Gerace, William J. Mestre, Jose P.

Identifying Learning Handicaps of College Age

Spanish-Speaking Bilingual Students Majoring

in Technical Subjects. Bilingual Research

Project.

Massachusetts Univ., Amherst. Dept. of Physics

and Astronomy.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—Sep 83

Grant—NIE-G-79-0094

Note—73p; Appendices A-E have been removed

due to copyright restrictions.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, *Bilingual Students, *College Science, Engineering Education, Equations (Mathematics), Higher Education, *Language Skills, *Learning Problems, *Mathematics Skills, Performance Factors, Predictor Variables, *Problem Solving, Spanish Speaking, Student Characteristics

Identifiers—Science Education Research

Studies were conducted to identify critical barriers which could impede the progress of Hispanic undergraduates enrolled in science and engineering programs. The underlying theme in most studies was the interplay of language in various problem-solving tasks. Studies examined: (1) predictors of academic achievement (as measured by grade point average); (2) ability of students to translate word problems into appropriate mathematical equations, with an emphasis on identifying errors caused by misinterpretations of the problem statement as opposed to errors caused by mathematical deficiencies; (3) extent to which students' academic, motivational, and socioeconomic characteristics mediated their performance in various cognitive measures; and (4) the ability of students to solve logical reasoning problems containing multiple negations. Findings indicate that Hispanic students are underrepresented in comparison to Anglo students. Areas in which Hispanics displayed underpreparation are algebraic skills, language skills, and problem-solving skills requiring substantial amounts of linguistic processing. Differences in socioeconomic status between Hispanics and Anglos were also found. In addition, findings indicate that various errors committed by the Hispanics in solving mathematics and logic problems are the result of semantic difficulties and not necessarily the result of difficulties in the content area. (JN)

ED 241 279

SE 043 929

Suydam, Marilyn N., Ed. Kasten, Margaret L., Ed.

Investigations in Mathematics Education. Volume

17, Number 1.

Ohio State Univ., Columbus. Center for Science and

Mathematics Education.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—84

Note—72p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription \$8.00, \$2.75 single copy).

Journal Cit—Investigations in Mathematics Education; v17 n1 Win 1984

Pub Type—Journal Articles (080) — Opinion Pa-

pers (120) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Algebra, Area, *Calculators, *Cognitive Processes, Computation, Educational Research, Elementary Secondary Education, *Error Patterns, Geometric Concepts, Higher Education, Induction, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Mathematics Teachers, Problem Solving, Ratios (Mathematics), Student Attitudes, Student Teacher Relationship, *Teaching Methods

Identifiers—*Mathematics Education Research,

Rule Learning

This issue contains abstracts and critical comments on 11 articles, plus an editorial comment entitled "A Teacher Shortage?". Studies included concern solution processes on addition and subtraction examples; numerical rule induction; individual differences in performance on manipulative, pictorial, and symbolic tasks; the effect of a calculator curriculum; proportionality rules in judgments of area; van Hiele levels of geometric thought; interaction patterns and attitudes; word problems with ratios; incremental development in algebra; instruction with two types of calculators; and errors in translation from sentence to equation. Research studies reported in "Resources in Education" from July to September 1983 are listed. (MNS)

ED 241 280

SE 043 930

Bell, A. W. And Others

A Review of Research in Mathematical Education.

Part A: Research on Learning and Teaching.

Report No.—ISBN-0-7005-0612-8

Pub Date—83

Note—348p; For parts B-C of this series, see SE

043 931-932.

Available from—Humanities Press, Inc., 171 First Ave., Atlantic Highlands, NJ 07716 (\$19.00). Humanities Press holds the rights for distribution in U.S. and Canada. All other rights held by NFER-Nelson, Darville House, 2 Oxford Rd., East Windsor, Berkshire, SL4 1DF, England.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attitudes, *Cognitive Processes, Concept Formation, Educational Research, Elementary Secondary Education, Evaluation, Lan-

guage Skills, Learning, Mathematics Achievement, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Mathematics Skills, Research Utilization, *Teaching Methods

Identifiers—Cockcroft Report, England, *Mathematics Education Research

This first volume of a review prepared for the Cockcroft Committee of Inquiry into the Teaching of Mathematics in Schools in Great Britain, and its main conclusions were incorporated in their report, "Mathematics Counts." Its aim was to display the main outcomes of research relevant to the teaching and learning of mathematics. The introduction of this first volume was intended to highlight some of the main points of the review, as well as to put it into the context of questions currently of concern. The 14 chapters of the document synthesize the research on the following particular topics in mathematics education: (1) the mathematics curriculum; (2) background psychology; (3) stages of general intellectual development; (4) skills, concepts, and strategies; (5) the teaching of facts and skills; (6) understanding of concepts in specific topic areas; (7) teaching methods; (8) process aspects; (9) attitudes; (10) individual differences; (11) language; (12) evaluation and assessment; (13) calculators and computers; and (14) using research. A supplement has been added to take account of work published since the original review was compiled. (MNS)

ED 241 281

SE 043 931

Bishop, A. J. Nickson, Marilyn

A Review of Research in Mathematical Education.

Part B: Research on the Social Context of Mathematics Education.

Report No.—ISBN-0-7005-0613-6

Pub Date—83

Note—90p; For part A, see SE 043 930; for part C, see SE 043 932.

Available from—Humanities Press, Inc., 171 First Ave., Atlantic Highlands, NJ 07716 (\$9.25). Humanities Press holds rights for distribution in U.S. and Canada. All other rights held by NFER-Nelson, Darville House, 2 Oxford Rd. East, Windsor, Berkshire, SL4 1DF, England.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Curriculum, Educational Research, Elementary Secondary Education, Inservice Teacher Education, Instruction, Learning, *Literature Reviews, *Mathematics Education, *Mathematics Instruction, Preservice Teacher Education, *Social Influences, *Student Characteristics, *Teacher Characteristics

Identifiers—Cockcroft Report, England, *Mathematics Education Research

This second volume of a review prepared for the Cockcroft Committee of Inquiry into the Teaching of Mathematics in Schools in Great Britain reflects a sociological research basis in which neither mathematics nor mathematics teaching is the essential focus. Rather, as the introduction indicates, the concern is with the constraints (institutional and social) which surround the teaching of mathematics and with their effects upon teachers and pupils. Thus, the focus is on the social context in which the teaching and learning of mathematics takes place. Both research and non-research sources were included, integrated, and used as the basis of recommendations. Eight chapters are included, on: (1) the institutional aspect and within-school relationships; (2) pupils as a constraint; (3) societal constraints; (4) the structure of the teaching profession; (5) the effects of initial training of teachers of mathematics; (6) teacher characteristics; (7) in-service training and professional development; and (8) some general conclusions. Finally, a list of references and the set of recommendations made to the Cockcroft Committee are included. (MNS)

ED 241 282

SE 043 932

Howson, A. G.

A Review of Research in Mathematical Education.

Part C: Curriculum Development and Curriculum Research: A Historical and Comparative View.

Report No.—ISBN-0-7005-0614-4

Pub Date—83

Note—77p; For parts A-B, see SE 043 930-931.

Available from—Humanities Press, Inc., 171 First Ave., Atlantic Highlands, NJ 07716 (\$9.25). Humanities Press holds the rights for distribution in the U.S. and Canada. All other rights held by NFER-Nelson, Darville House, 2 Oxford Rd.

East, Windsor, Berkshire, England, SL4 1DF. Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Curriculum Development, Educational Research, Elementary Secondary Education, *Evaluation, *Literature Reviews, *Mathematics Curriculum, *Mathematics Education

Identifiers—Cockcroft Report, England, *Mathematics Education Research, Mathematics History

This third volume of a review prepared for the Cockcroft Committee of Inquiry into the Teaching of Mathematics in Schools in Great Britain concerns research with relevance to the mathematics curriculum. The role of history is discussed briefly in the introduction, and has an impact throughout the report. The 13 chapters consider: (1) introduction; (2) early curriculum development and theories; (3) curriculum development in England in the early 20th century; (4) the Consultative Committee and mathematics; (5) later development of curriculum theories; (6) strands of curriculum development; (7) lessons to be learned; (8) evaluation in Britain; (9) evaluation in the United States; (10) the management of curriculum development; (11) centers and networks for curriculum development in mathematics; (12) common problems; and (13) the teacher's role in curriculum development. A bibliography is found at the end of the report. (MNS)

ED 241 283

SE 043 934

Wenig, Robert E., Ed.

Energy Conservation: A Workshop for Selected

Eastern U.S. Industrial Arts Teacher Educators.

North Carolina State Univ., Raleigh.

Spons Agency—Department of Energy, Washington, D.C.

Pub Date—81

Contract—DE-F605-81-CA10125

Note—681p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors—*Auto Mechanics, Career Awareness, Climate Control, *Conservation Education, Electricity, *Energy, *Energy Conservation, Higher Education, *Learning Modules, Material Development, Motor Vehicles, Recycling, Secondary Education, Solar Energy, Transportation

Identifiers—*Alternative Energy Sources, *Energy Education

This set of 25 instructional modules was produced by a group of industrial arts teacher educators, local teachers, and supervisors from eastern United States. Topic areas of these modules include: societal implications of the energy situation; awareness of energy terms, supply, and use; assessment of conventional and selected renewable alternative energy sources (terms, criteria, availability, consumption, and environment); economic aspects of energy sources; conserving energy through changes in habits, attitudes, and gaining self-sufficiency; energy conservation through the selection and application of renewable alternatives; energy use and reduction in small buildings and homes; principles, practices, and measurement of heat loss and gain; calculating electrical usage; and design criteria for passive solar energy efficient residential construction and other efficiency systems. Additional topics include: energy efficient materials (insulation, vapor barriers, caulking, weatherstripping, doors, windows, storm doors and windows, floors, ceilings, attics, and lighting); energy conservation in private and public transportation; conserving energy through driving habits, automobile maintenance, and automobile engine modification; energy efficiencies in the total automobile operation; home energy management systems; principles and practices of re-using energy supplies; and careers in energy conservation. Modules include objectives, activities, and assessment instruments (with answers). (BC)

ED 241 284

SE 043 935

Adams, Judy

Guide to Resources in Instructional Computing.

Revised.

National Council of Teachers of Mathematics, Inc.,

Reston, Va.

Pub Date—Jan 84

Note—36p; Original edition by Mary Kay Corbett.

Available from—National Council of Teachers of Mathematics, Dept. E, 1906 Association Dr., Reston, VA 22091 (\$2.00 prepaid).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Computer Oriented Programs, Computers, Educational Research, Elementary Secondary Education, Higher Education, *Learning Activities, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Microcomputers, Programming

This updated bibliography was prepared to provide a source of current information on general aspects of instructional computing, and to give particular attention to computing in mathematics education. The general information it contains will provide a starting point for educators who are beginning their work in instructional computing. The references to applications of computing in the mathematics curriculum provide information to beginners as well as to those with more advanced backgrounds. Efforts have been made to be selective, with the major criteria being how relevant the items appear in relation to the purposes of the guide and the currentness of the items. The guide is on a word-processing system, and will be updated and revised semiannually. Section 1 contains sources of hardware, software, and other information. Section 2 contains the bibliographical references, categorized by instructional computing, computer literacy, computer science, management of computer resources, and research summaries. (MNS)

ED 241 285

SE 043 936

Eshiwani, G. S.

A Study of Goals of Mathematics Education in Africa.

Kenya Univ. College, Nairobi (Kenya). Bureau of Educational Research.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—[83]

Contract—UNESCO-207616

Note—53p; Document contains some light print; may have marginal legibility. Best copy available. Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Decision Making, *Educational Change, *Educational Objectives, Educational Research, Language of Instruction, *Mathematics Curriculum, *Mathematics Education, Minimum Competencies, *Surveys

Identifiers—*Africa, Kenya, *Mathematics Education Research

This study concerns the goals of school mathematics in the curricula of African schools. Concerns about the state of mathematics education are noted: not only is achievement declining, but also there has been (1) a student population explosion, so that goals formulated two decades ago are no longer applicable, and (2) rapid growth of informatics (use of calculators and computers) and increased use of mathematics. Five questions were considered: (1) Who were the main agents of curriculum change? (2) What factors led to the changes? (3) What actual changes took place? (4) What were some of the major constraints? (5) What minimum competencies are expected? A questionnaire was mailed to 41 mathematicians or mathematics educators in 30 African countries, seeking information on educational structure and student population, major general goals of education, goals of mathematics at the primary and secondary levels, content of primary and secondary mathematics, curriculum changes of the 1960s and 1970s, the most important goals (minimum competencies), agents of curriculum change, time devoted to mathematics teaching, and language of instruction. Data from reporting countries are presented and discussed under these headings. (MNS)

ED 241 286

SE 043 937

Hansen, Phyllis, Comp.

Vitamin C: A Selective Bibliography. Second Edition. Bibliography Series Eleven.

California Polytechnic State Univ., San Luis Obispo. Library.

Pub Date—84

Note—34p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Biochemistry, Books, *Cancer, Diagnostic Tests, Government Publications, *Medical Research, *Metabolism, *Nutrition, *Pharmacology

Identifiers—Journal Articles, *Vitamin C

Vitamin C is an important vitamin. Since its dis-

covery in 1937, it has been acclaimed as a possible preventive or cure for the common cold, the flu, and even cancer. Others believe vitamin C is harmful if taken in megadoses. As the controversy continues, facts and research results become increasingly important. This bibliography, which provides some sources for these facts and theories, is arranged alphabetically within four types of materials: (1) journal articles; (2) books; (3) newspaper articles; and (4) government documents. Entries, representing the 14-year period 1970 to 1983, are arranged consecutively from 1 to 290 within these categories. An attempt has been made to balance the references to popular articles and books with more technical ones, so that both the general reader and scientist can find something of interest. A subject index keyed to entry numbers is included. (BC)

ED 241 287 SE 043 938

Gastel, Barbara

Presenting Science to the Public. The Professional Writing Series.

Report No.—ISBN-0-89495-028-2

Pub Date—31 Oct 83

Note—154p.

Available from—ISI Press, 3501 Market St., Philadelphia, PA 19104 (\$17.95 hard cover).

Pub Type—Books (010) — Guides - Classroom - Learner (051) — Reference Materials (130)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—"College Science, *Communication (Thought Transfer), *Communication Skills, Higher Education, *Interviews, *Journalism, Journalism Education, *Mass Media, Public Speaking, Science Education, *Technical Writing, Writing Skills

This book introduces scientists, health professionals, and engineers to principles of communicating with the public and to practical aspects of dealing with the press. Part I focuses on the advantages, principles, and problems of communicating with the public. Part II discusses the nature of science reporting and offers advice for presenting science through the mass media. Topics covered include: recognizing who reports on science; understanding how journalists select topics and prepare stories; problems in presenting science in the mass media; understanding why journalists do interviews; preparing for interviews; what to do during interviews; knowing how the media differ; working with public information offices; and what to do following interaction with journalists. Part III deals with presenting science directly to the public. Topics considered include: writing articles, publishing books, and broadcasting; selecting topics and gathering information (focusing on conducting and using interviews); effective science writing; book preparation; making oral presentations; and pursuing a career in science communication. Information provided will be of value to science, scientists, physicians, and other professionals who have already completed their training; to journalists and other communications professionals who deal with technical topics, and to students in science journalism and science and technical writing courses. (JN)

ED 241 288 SE 043 939

The International Environmental Education Programme, 1984-1985. Connect. UNESCO-UNEP Environmental Education Newsletter.

United Nations Educational, Scientific, and Cultural Organization, Paris (France); United Nations Environment Programme, Nairobi (Kenya).

Pub Date—Dec 83

Note—9p.; For related documents, see ED 179 406-409.

Journal Cit—Connect; v8 n4 Dec 1983

Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Conferences, *Curriculum Development, Elementary Secondary Education, *Environmental Education, *Foreign Countries, Higher Education, Nonformal Education, Physical Environment, *Program Content, Seminars, Teacher Education, *Workshops

Identifiers—China, *Cuba, *International Environmental Education Programme, Portugal

Launched by Unesco in cooperation with the United Nations Environmental Programme (UNEP) in 1975, the International Environmental Education Programme (IEEP) will enter its fourth phase during 1984-85. Anticipated IEEP activities are described in this newsletter. They include ex-

change of information and experimental data, promotion of research and experimentation, training of various categories of personnel, preparation and adaptation of educational materials, production and dissemination of experimental teaching materials for general environmental education, and regional and international cooperative efforts. Also presented are reports on: (1) an international symposium on incorporation of the environmental dimension into school curricula and teacher training (Plovdiv, Bulgaria); (2) a seminar for the European region on universities and environmental education (EE); (3) Pan Arab youth meeting on environment and EE (Cairo, Egypt); (4) an environmental training workshop in China; (5) EE activities in Cuba; (6) initiation and development of nonformal education in Portugal; and (7) a summary of the First International Congress of Biosphere Reserves (Minsk, Byelorussia). Brief news announcements on various topics and descriptions of four new EE publications are included. (BC)

ED 241 289 SE 043 980

Chidume, Kwashira

Using Electricity. Study Guide. Unit 12. ZIM-SCI, Zimbabwe Secondary School Science Project.

Year 2.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Dept. of Curriculum Studies.

Pub Date—Sep 83

Note—53p.; See SE 043 981 for teacher's guide; for related documents, see ED 239 871-903 and SE 043 982-985.

Available from—University of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Electric Circuits, *Electricity, *Electric Motors, General Science, Magnets, *Power Technology, *Science Activities, Science Education, *Science Experiments, Science Programs, Secondary Education, *Secondary School Science, Units of Study, Utilities

Identifiers—*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the first 2 years of secondary school without the aid of qualified teachers and conventional laboratories. This ZIM-SCI study guide presents activities and experiments for a unit dealing with: (1) the generation of electricity; (2) uses of electricity in everyday life; and (3) safety precautions when using electricity in the home and in commerce and industry. Major areas investigated include: work and electrical power; changing electrical energy into other forms of energy; magnetic fields due to adjacent permanent magnets; the motor effect of an electric current; electromagnetic induction and generators; precautions related to using household electricity; and paying for electrical power. Information is provided throughout the unit to help students understand the concepts behind the activities and experiments. (JN)

ED 241 290 SE 043 981

Chidume, Kwashira

Using Electricity. Teacher's Guide. Unit 12. ZIM-SCI, Zimbabwe Secondary School Science Project. Year 2.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Dept. of Curriculum Studies.

Pub Date—Sep 83

Note—35p.; For student's study guide, see SE 043 980; for related documents, see ED 239 871-903 and SE 043 982-985.

Available from—University of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Electric Circuits, *Electricity, *Electric Motors, General Science, Magnets, *Power Technology, *Science Activities, Science Education, *Science Experiments, Science Programs, Secondary Education, *Secondary School Science, Units of Study, Utilities

Identifiers—*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project

(ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the first 2 years of secondary school without the aid of qualified teachers and conventional laboratories. This teaching guide, designed to be used in conjunction with the related student guide, provides instructional strategies, lists of required materials, laboratory procedures, and other information for activities and experiments in a unit dealing with: (1) the generation of electricity; (2) uses of electricity in everyday life; and (3) safety precautions when using electricity in the home and in commerce and industry. Major areas investigated include: work and electrical power; changing electrical energy into other forms of energy; magnetic fields due to adjacent permanent magnets; the motor effect of an electric current; electromagnetic induction and generators; precautions related to using household electricity; and paying for electrical power. Each section in this guide corresponds to a given section in the student study guide. (JN)

ED 241 291 SE 043 982

Simango, Sam

Sense from Senses. Study Guide. Unit 12. ZIM-SCI, Zimbabwe Secondary School Science Project. Year 2.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Dept. of Curriculum Studies.

Pub Date—Sep 83

Note—70p.; For the teacher's guide, see SE 043 983; for related documents, see ED 239 871-903 and SE 043 986-985.

Available from—University of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Ears, Eyes, General Science, Light, *Neurology, *Perception, *Science Activities, Science Education, *Science Experiments, Science Programs, Secondary Education, *Secondary School Science, Sensory Experience, Units of Study

Identifiers—*Sense Organs, *Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the first 2 years of secondary school without the aid of qualified teachers and conventional laboratories. This ZIM-SCI study guide presents activities and experiments for a unit dealing with the human senses. Anatomy and physiology of the eyes (sight), ears (hearing), tongue (taste), nose (smell), and skin (feel/touch) are investigated. The study of these individual sense organs is then related to the structure and function of the nervous system. Parts of the brain as well as major nerves are examined during dissection of a rat. The unit concludes with simple experiments designed to establish concepts of reflex action, reflex arc, and voluntary and involuntary actions. Information is provided throughout the unit to help students understand the concepts behind the activities and experiments. (JN)

ED 241 292 SE 043 983

Simango, Sam

Sense from Senses. Teacher's Guide. Unit 12. ZIM-SCI, Zimbabwe Secondary School Science Project. Year 2.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Dept. of Curriculum Studies.

Pub Date—Oct 83

Note—54p.; For the student's study guide, see SE 043 982; for other related documents, see ED 239 871-903 and SE 043 980-985.

Available from—University of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Ears, Eyes, General Science, Light, *Neurology, *Perception, *Science Activities, Science Education, *Science Experiments, Science Programs, Secondary Education, *Secondary School Science, Sensory Experience, Units of Study

Identifiers—*Sense Organs, *Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corre-

sponding teaching guides, and science kits for a low-cost science course which could be taught during the first 2 years of secondary school without the aid of qualified teachers and conventional laboratories. This teaching guide, designed to be read in conjunction with the related student guide, includes instructional strategies, lists of required materials, laboratory procedures, and other information for activities and experiments in a unit dealing with the human senses. Anatomy and physiology of the eyes (sight), tongue (taste), ears (hearing), nose (smell), and skin (feel/touch) are investigated. The study of these individual sense organs is then related to the structure and function of the nervous system. Parts of the brain as well as major nerves are examined during dissection of a rat. The unit concludes with simple experiments designed to establish concepts of reflex action, reflex arc, and voluntary and involuntary actions. Each section in this guide corresponds to a given section in the student study guide. (JN)

ED 241 293

SE 043 984

Mandizha, George

Atoms and Molecules. Study Guide, Unit 2. ZIM-SCI, Zimbabwe Secondary School Science Project. Year 3.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Dept. of Curriculum Studies.

Pub Date—Aug 83

Note—68p.; For the teacher's guide, see SE 043 985; for related documents, see ED 239 871-903 and SE 043 980-983.

Available from—University of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Learner (051) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Atomic Structure, *Chemical Bonding, Diffusion (Physics), Electricity, General Science, Kinetic Molecular Theory, Matter, *Molecular Structure, *Science Activities, Science Education, *Science Experiments, Science Programs, Secondary Education, *Secondary School Science, Units of Study

Identifiers—*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the third year of secondary school without the aid of qualified teachers and conventional laboratories. This ZIM-SCI study guide is a four-part unit providing activities and experiments which build on concepts about particles learned in ZIM-SCI units C1 ("What is Water?") and C2 ("Particles in Action"). The material included expands students' knowledge to cover requirements of the O-Level General Science Syllabus. Part 1 focuses on elements, compounds, and mixtures, with references to basic concepts taught in units C1 and C2. Part 2 deals with particulate structure in matter with reference to Brownian motion. The concept of electrostatics is introduced in part 3 to get across the idea of matter being made up of tiny charged particles (ions). Protons and neutrons are also introduced. Part 4 deals with various aspects of chemical bonding. Actual O-level examination questions (with answers) as well as information on principles behind the activities and experiments are provided. (JN)

ED 241 294

SE 043 985

Mandizha, George

Atoms and Molecules. 'O' Level. Teacher's Guide. Unit 2. ZIM-SCI, Zimbabwe Secondary School Science Project. Year 3.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Science Education Centre.

Pub Date—Sep 83

Note—43p.; For the student's study guide, see SE 043 984; for related documents, see ED 239 871-903 and SE 043 980-983.

Available from—University of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Atomic Structure, *Chemical Bonding, Diffusion (Physics), Electricity, General Science, Kinetic Molecular Theory, Matter, *Molecular Structure, *Science Activities, Science Education, *Science Experiments, Science Programs, Secondary Education, *Secondary

School Science, Units of Study

Identifiers—*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the third year of secondary school without the aid of qualified teachers and conventional laboratories. This teaching guide, designed to be used in conjunction with the related student guide, includes instructional strategies, lists of required materials, laboratory procedures, and other information for a four-part unit which expands on the concepts about particles learned in ZIM-SCI units C1 ("What is Water?") and C2 ("Particles in Action"). Activities and experiments focus on: (1) elements, compounds, and mixtures; (2) particulate structure of matter and Brownian motion; (3) electrostatics and ions; and (4) chemical bonding. Since concepts in this unit cover requirements of the O-Level General Science Syllabus Examination, actual O-level examination questions are included. Each section in this guide corresponds to a given section in the student study guide. (JN)

ED 241 295

SE 043 986

HersHKowitz, Rina, Ed.

Proceedings of the International Conference of the International Group for the Psychology of Mathematics Education (7th, Jerusalem, Israel, July 24-29, 1983).

International Group for the Psychology of Mathematics Education.

Report No.—ISBN-965-281-000-2

Pub Date—83

Note—519p.; For related documents, see ED 223 449, ED 225 809, ED 226 943, ED 226 945, ED 226 956, and ED 226 957. Document contains some light and broken type. Program and additional (late) papers are also included.

Pub Type—Collected Works - Proceedings (021) — Reports - Research (143)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—Algebra, *Cognitive Processes, Computers, Concept Formation, Conference Papers, *Educational Psychology, Educational Research, Geometric Concepts, *Learning Theories, Mathematical Concepts, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Mathematics Teachers, Number Concepts, Problem Solving, Psychology, Research Problems, Teaching Methods

Identifiers—*Mathematics Education Research, *Psychology of Mathematics Education

This document contains plenary and contributed papers presented at the seventh PME meeting, held near Jerusalem, Israel in July 1983. Three plenary papers focused on implicit models in solving problems, discussions with teachers and children, and heuristics. Contributed papers were classified under seven headings: learning theories (generalization, psychological theories, neuropsychological theories), cognitive studies in arithmetic (word problems, natural numbers, fractions and ratio, operations, applications to teaching), cognitive studies in geometry (concept formation, spatial visualization, reasoning), cognitive studies in algebra and related domains (functions, student concepts and misconceptions), computers and mathematics learning, methodology, and teachers and teaching. The supplement contains information about the conference, additional papers (including a plenary paper on research problems), and names and addresses of participants. (MNS)

ED 241 296

SE 043 987

The Long-Term Impact of Technology on Employment and Unemployment. A National Academy of Engineering Symposium (June 30, 1983).

National Academy of Engineering, Washington, D.C.

Pub Date—83

Note—65p.

Available from—National Academy of Engineering, 2101 Constitution Ave., NW, Washington, DC 20418.

Pub Type—Collected Works - Proceedings (021) EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Employment, Employment Level, Employment Patterns, Employment Problems, Government Role, Industry, *Labor Force, Modernization, *Policy Formation, Productivity, Socioeconomic Influences, *Technological Advancement, *Technology, *Unemployment

Although technological change profoundly affects the types, amounts, and conditions of work in both public and private sectors, there is no agreement among economists, technologists, or labor representatives on the impact of developments of new high-technology industries upon employment. Because the implications of these developments are neither well understood nor easily forecast, a symposium was convened to explore the processes at work so that public policy formulation can take place with an improved understanding of possible outcomes. This document is a summary of the presentations by symposium participants. These include: "Introduction" (John L. McLucas); "National Perspectives: The Definition of Problems and Opportunities" (Wassily Leontief); "Technological Trends" (Roland W. Schmitt); "Work Force Trends" (Thomas M. Stanback, Jr.); "Technology and Employment: Effects on the Socioeconomic Structure" (Irving Bluestone); "A Need for Cooperation Among Private and Public Sectors" (Dennis Chamot); "Short-Term Consequences of Technological Change" (Harley Shaiken); "Effects of the Confluence of Technologies" (Erich Bloch); "Productivity Growth: The Worker" (Pat Choate); "Employment and Unemployment in the Service Sector" (John S. Reed); "Urban Responses to Technological Change" (Narciso Cano); "Employment - Unemployment: Another Look" (Audrey Freedman); "Primary Policy Issues in Question" (William A. Niskanen); and "Should Government Become Actively Involved?" (Arnold Packer). (BC)

ED 241 297

SE 043 988

Gustafson, John A., Ed. And Others

The First National Congress for Environmental Education Futures: Policies and Practices. Conference Proceedings - Policies Track (Burlington, Vermont, August 12-17, 1983).

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Pub Date—Dec 83

Note—182p.

Available from—Available from SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$5.85).

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Conservation Education, *Educational Trends, Elementary Secondary Education, *Environmental Education, Federal Programs, *Futures (of Society), Government Role, Higher Education, *Information Networks, Long Range Planning, Nonformal Education, *Policy Formation, *Program Content, School Business Relationship, Teacher Education

Identifiers—*Environmental Education Literacy

These conference proceedings on policies and practices for environmental futures are organized in four main sections: plenary sessions; interest-group sessions; resolutions; and recommendations. Among the topic areas addressed during plenary sessions are environmental education (EE) for the 1980s, a television correspondent's perspective of the environment, environmental and educational quality, and conservation education. Interest group presentations focus on topics and issues related to citizen organizations, elementary and secondary education, higher education (including the structure, status, and future of EE at The Ohio State University and a description of the Behavior and Environment Program at the University of Michigan), governmental organizations, industry and business, and youth organizations. The 17 resolutions introduced, debated, and passed are presented along with 36 recommendations focusing on: (1) the formation of a national center and regional demonstration centers for environmental education; (2) environmental literacy, i.e., targeting audiences and programs in reference to changes occurring in the EE community; (3) suggestions for strengthening both institutional and communications arrangements; and (4) information dissemination and electronics interactions to support EE organizations and programs. (BC)

ED 241 298

SE 043 989

Moche, Dinah

Physics in Your Future.

American Physical Society, New York, N.Y.

Report No.—ISBN-0-88318-416-8

Pub Date—[83]

Note—17p.; Prepared for the Committee on the

Status of Women in Physics. Document may not reproduce well due to colored print and photographs.

Available from—Booklets are available at \$1.00 a copy from The American Physical Society, CSWP, 335 E. 45th St., New York, NY 10017.

Pub Type—Guides - Classroom - Learner (051) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Awareness, Career Choice, *Employment Opportunities, Junior High Schools, *Physics, *Science Careers, Science Education, Scientific Research, *Scientists, *Secondary School Science

This booklet is designed to introduce young people, their parents, teachers, and advisers to various fields of and possible career opportunities in physics. The colorfully illustrated booklet, aimed particularly at junior high school students, highlights the work and experiences of several young physicists. Although physics is not usually taught until the last year of high school, the necessary mathematical preparation is decided at the junior high school level. Therefore, this booklet seeks to inspire junior high school students, who might otherwise avoid technical subjects, to study all the mathematics and science courses they can. (JN)

ED 241 299 SE 043 991
The Five-Year Outlook on Science and Technology: 1982.

National Academy of Sciences - National Research Council, Washington, D.C. Committee on Science and Public Policy.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NSF-83-15

Pub Date—Sep 83

Note—105p; Third report on the Five-Year Outlook; for related documents, see ED 197 979-980.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Dna, Engineering, *Fluid Mechanics, Futures (of Society), *Genetic Engineering, Higher Education, *Lasers, *Neurology, Policy Formation, *Robotics, Sciences, *Scientific Research, Technology

Identifiers—National Science Foundation, Plants (Botany), *Psychobiology

Presented are reports on trends and probable future developments in eight selected areas of basic science and engineering. These reports are: "The Genetic Program of Complex Organisms" (Maxine F. Singer); "The Molecular and Genetic Technology of Plants" (Joseph E. Varner); "Cell Receptors for Hormones and Neurotransmitters" (H. Guy Williams-Ashman); "Psychobiology" (Steven Hilliard); "Surface Science and Its Applications" (Homer S. Hagstrum); "Turbulence in Fluids" (Willem V. R. Malkus); "Lasers" (C. Kumar N. Patel); and "The Next Generation of Robots" (Jacob T. Schwartz). Also presented is an introductory chapter which outlines overarching themes that become apparent when the eight fields are considered as a whole. These themes include changing perspectives on health care, faster pace of technological innovation, importance to scientific and engineering progress of the effective use of new communications technologies, emergence of research-based technologies, need to examine federal policies regarding research and development considered as a whole, and the quickening dissolution of the traditional boundaries between the fields of science and between science and technology. In addition, this chapter discusses the relation of work in the eight areas to the congressional aim of drawing more fully the relation of science and technology to the large and kaleidoscopic agenda with which the nation must deal. (JN)

ED 241 300 SE 043 993

New Directions for Federal Programs to Aid Mathematics and Science Teaching.

General Accounting Office, Washington, D.C.

Report No.—GAO/PEMD-84-5

Pub Date—6 Mar 84

Note—101p.

Available from—U. S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (first five copies free).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Educational Quality, Federal Legislation, *Federal Programs, *Instructional Improve-

ment, Mathematics Education, *Mathematics Instruction, Mathematics Teachers, Program Effectiveness, *Retraining, Science Education, *Science Instruction, Science Teachers, Teacher Certification, Teacher Education, Teacher Improvement, *Teacher Shortage

To provide information to the Congress in its continuing debates over improving science and mathematics (S/M) education as well as to education policymakers, the General Accounting Office (GAO) synthesized past evaluation and research studies and used other methodologies to examine four issues: (1) the nature of the problem and its remedies; (2) prospects for upgrading existing S/M teachers; (3) prospects for reducing the S/M teacher shortage by retraining teachers from other subject areas; and (4) the current ability to evaluate the quantity and quality of S/M teaching. Observations on the implications of this work for S/M education legislation are included. GAO does not find evidence that training programs to upgrade existing S/M teachers will improve teaching effectiveness. Such programs are a prominent part of proposed federal legislation. Teacher shortage problems, which are also addressed in the proposed legislation, may be easier to solve. Programs to retrain teachers of other subjects to teach science and mathematics classes seem to be one viable solution to technical teacher shortages. In addition, gaps in information available to policymakers are so severe that GAO could not determine if there are net nationwide shortages of S/M teachers and if the quality of technical teaching has declined in recent years. (JN)

ED 241 301 SE 043 994

National Workshop on Nutrition Education in Health Professions Schools (Washington, DC, September 30 - October 1, 1981).

Emory Univ., Atlanta, GA. School of Medicine.

Spons Agency—Health Resources Administration

(DHHS/PHS), Hyattsville, Md.

Pub Date—81

Contract—232-81-0015

Note—112p.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Curriculum Design, *Curriculum Development, Evaluation Methods, *Health Programs, Health Services, Higher Education, Medical Education, *Nutrition, *Nutrition Instruction, *Program Administration

This workshop was designed to provide opportunities for health professional schools to gain from an understanding of: (1) the major issues which face nutrition education; (2) promising practices in nutrition education from leaders in the field; (3) the need for nutrition education for all health professions; and (4) nutrition education curriculum design, evaluation strategies, and management practices which foster and improve nutrition education for health professions students. Included are reports on: nutrition priorities in education; the nutrition curriculum, scope, and sequence; role of the physician and dietitian in nutritional care; The American Medical Association perspective on nutrition education; issues in medical education; management of the nutrition curriculum; evaluation strategies for nutrition education curricula; directions for the 1980's in nutrition and health services; intraprofessional education and collaboration; and issues on nutrition education. Among the conclusions drawn from the workshop are those indicating a need for a variety of educational approaches, clinical relevance and application, clearly defined content, and the need to deal with the politics of curriculum development. Lists of exhibits and participants conclude the document. (JN)

ED 241 302 SE 043 995

Blosser, Patricia E., Ed. Helgeson, Stanley L., Ed.

National Association for Research in Science

Teaching Annual Conference, Abstracts of Presented Papers (57th, New Orleans, Louisiana,

April 28-30, 1984).

ERIC Clearinghouse for Science, Mathematics, and

Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—31 Dec 83

Contract—400-78-0004

Note—158p.

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Rd., Room 310, Columbus, OH 43212 (\$5.50).

Pub Type—Collected Works - Proceedings (021) —

Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Academic Achievement, *Cognitive Development, Cognitive Processes, Curriculum Development, Elementary Secondary Education, Higher Education, Microcomputers, Process Education, Research Methodology, Science Curriculum, *Science Education, *Science Instruction, *Student Characteristics, Teacher Characteristics, *Teacher Education

Identifiers—Science Education Research

Abstracts of most of the papers presented at the 57th Annual Meeting of the National Association for Research in Science Teaching (NARST) have been collected in this publication. Papers focus on such areas as cognitive structure, development of scientific literacy in secondary schools, science teaching as a career, improving science teaching, factors influencing attitudes toward science, teacher characteristics and student performance, intellectual development, concept learning, factors influencing achievement, test construction, science instruction, learning science in out-of-school settings, changing and assessing teacher attitudes, and research methods. Other papers focus on areas dealing with learning in chemistry, science teaching in higher education, microcomputers in the classroom, science curriculum development, cognitive teacher behavior, applying teacher effectiveness findings to preservice and inservice teacher education, inservice teacher education, science process skills, cognitive development and science achievement, secondary analysis results from the 1981-82 National Assessment in Science, spatial learning, problem solving, attitudes toward science, science learning in the elementary school, science for gifted and talented students, and misunderstanding of science concepts. (JN)

ED 241 303 SE 043 996

Stanic, George M. A.

Why Teach Mathematics? A Historical Study of the Justification Question.

Pub Date—[Apr 83]

Note—47p.

Pub Type—Historical Materials (060) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Objectives, *Educational Philosophy, Educational Research, History, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction

Identifiers—Mathematics Education Research, *Mathematics History

The basic problem which motivated this study is that the present universal support given the teaching of mathematics has led to a neglect of the justification question. That is, we are sometimes careless in presenting rationales for teaching mathematics and do not adequately consider the consequences of invoking particular rationales. The major purpose of the study was to identify and discuss answers to the question of why we should teach mathematics in order to provide some perspective for the present historical moment. Using the curriculum interest groups identified by Kliebard (i.e., humanists, developmentalists, social meliorists, social efficiency educators) as a framework for the research, the development of rationales for teaching mathematics was traced from 1890 to 1940. The historical data indicate that the humanist interest group, which emphasized the place of mathematics in the Western cultural heritage and the value of mathematics study for developing reasoning ability, faced a growing challenge from a developmentalist/social efficiency coalition which espoused a directly functional rationale for teaching mathematics. Based upon certain problematic responses by the humanists to the developmentalist/social efficiency coalition, present-day positions taken by the National Council of Teachers of Mathematics were analyzed. (Author)

ED 241 304 SE 043 997

Hiebert, James Carpenter, Thomas P.

Information Processing Capacity, Logical Reasoning Ability, and the Development of Measurement Concepts. Working Paper No. 299.

Wisconsin Center for Education Research, Madison.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Oct 80

Grant—OB-NIE-G-80-0117

Note—64p; Produced by the Project on Studies in Mathematics.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cognitive Development, *Cognitive Processes, *Concept Formation, Conservation (Concept), Educational Research, Elementary Education, *Elementary School Mathematics, Grade 1, Information Processing, *Mathematical Concepts, *Mathematics Instruction, *Measurement, Primary Education

Identifiers—*Mathematics Education Research, Piagetian Tasks

This study investigated: (1) the relationship between the development of information processing capacity and certain Piagetian logical reasoning abilities; and (2) how the development of these cognitive abilities related to acquisition of certain measurement concepts. Forty first-grade children were individually administered tests of conservation of length and number, transitivity of length, information processing capacity, and basic length measurement concepts. The Piagetian measures of logical reasoning were positively correlated with information processing capacity, but the measures of information processing capacity failed to account for much of the variability of performance on the logical reasoning tasks. Some children at the highest levels of processing capacity failed the logical reasoning tasks and some at the lowest level passed them, suggesting that the logical reasoning tasks are not simply measures of information processing capacity. Furthermore, information processing measures accounted for 25% of the variance in performance on the linear measurement tasks, and length conservation accounted for an additional 23%. Although these two measures accounted for almost half of the variance, it is not clear that they represent prerequisites for learning basic length measurement concepts. Some children at low levels on both measures successfully completed the measurement tasks. (Author/MNS)

ED 241 305

SE 043 998

Champagne, Audrey B. And Others

A Perspective on the Differences between Expert and Novice Performance in Solving Physics Problems.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—LRDC-1983/20

Pub Date—83

Note—15p; Paper presented at the meeting of the Australian Science Education Research Association (Sydney, Australia, May 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, *College Science, Concept Formation, Higher Education, *Instructional Design, *Physics, *Problem Solving, Science Education, *Science Instruction

Identifiers—*Science Education Research

The research described in this paper leads to an instructional design approach which is an alternative to the consideration of such issues as mathematical skills or level of cognitive development. The approach uses an analysis of traditional instructional tasks to specify the underlying cognitive processes and structures necessary for the successful completion of the tasks; that is, a cognitive analysis of instructional tasks, rather than a logical analysis, is used to arrive at appropriate instructional goals. The approach involves taking a standard form of a question and converting it to a qualitative problem. Appropriate levels of existing relevant knowledge and experience are then determined, and a series of questions and specific, single-observation laboratory exercises are used to gradually develop a schema for the problem solution. The interaction implicit in the strategy allows for the retention of appropriate aspects of existing schemata and the modification of conflicting aspects. Two broad aspects of differences between physics experts and novice physics students relevant to physics problem solving are considered in the approach. These aspects come from recent cognitive psychology research into processes and structures used by experts and novices in physics problem solving and from science education research into student world views. (JN)

ED 241 306

SE 043 999

Hureau, J. C. Rice, A. L.

Guidelines for Marine Biological Reference Collections. Unesco Reports in Marine Sciences, No.

22.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Marine Sciences.

Pub Date—83

Note—74p.

Available from—Requests for copies should be on letterhead stationery, if possible, and sent to: Documentation Requests, Div. of Marine Sciences, Unesco, 7 place de Fontenay, 75700 Paris, France.

Pub Type—Guides - General (050) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Animals, *Classification, *College Science, Documentation, Guidelines, Higher Education, Laboratory Procedures, Museums, Science Laboratories

Identifiers—*Biological Specimen Collections

This manual provides practical advice on the appropriation, conservation, and documentation of a marine biological reference collection, in response to needs expressed by Mediterranean Arab countries. A reference collection is defined as a working museum containing a series of specimens with which biologists are able to compare their own material. The manual first reviews the principal methods for collecting marine biological samples from plankton, nekton, and benthos. Next, advice and recommendations are provided on the treatment of samples immediately after their collection and subsequently in the collection center. Topics considered include sorting, fixation and preservation, and labelling. The documentation which must accompany each sample throughout its existence is emphasized since, without such documentation, the sample has no scientific value. The last section of the manual touches on the problems of ethics and of the security of access to the collections by potential users. Additional information provided in appendices includes bibliographic references, a suggested classification scheme for the collections, addresses of suppliers of materials and equipment, examples of labels, and a schema explaining the principles of an adequate documentation system. (Author/JN)

ED 241 307

SE 044 000

Ocean Engineering Teaching at the University Level. Recommended Guidelines from the Unesco/IOC/ECOR Workshop on Advanced University Curricula in Ocean Engineering and Related Fields (Paris, France, October, 1982).

Unesco Reports in Marine Science, No. 25.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Marine Sciences.

Pub Date—83

Note—57p.

Available from—Requests for copies should be on letterhead stationery, if possible, and sent to: Marine Information Centre, Div. of Marine Sciences, Unesco, 7 place de Fontenay, 75700 Paris, France.

Pub Type—Collected Works - Proceedings (021) — Guides - General (050) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Audiovisual Aids, College Curriculum, *Curriculum Design, *Curriculum Development, *Developing Nations, Educational Facilities, *Engineering Education, Environmental Education, *Fisheries, Higher Education, Human Resources, *Instrumentation, Marine Biology, *Ocean Engineering

Identifiers—*Engineering Curriculum

This report contains recommendations on advanced university curricula in ocean engineering and related areas, emphasizing the needs of developing countries. A decision matrix is included to assist users in developing the necessary criteria for designing appropriate curricula to prepare university students for careers in different ocean engineering fields. Examples of curricula in four fields are presented to illustrate use of the matrix. They include: (1) offshore structural engineering; (2) coastal and nearshore engineering; (3) ocean instrumentation; and (4) fisheries engineering. Discussions on necessary and desirable requirements for introducing advanced ocean engineering curricula in terms of human resources, physical facilities, and teaching aids are also presented. In addition, recommendations for the strengthening of ocean engineering in general are provided. (Author/JN)

ED 241 308

SE 044 001

Background: The MAB Programme.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Office of Public Information.

Pub Date—[82]

Note—16p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Conservation (Environment), Developing Nations, *Ecology, *Environmental Education, Information Dissemination, *International Programs, *Natural Resources, Program Administration, *Program Content, Quality of Life, Science Education

Identifiers—*Man And The Biosphere

The Man and the Biosphere Programme (MAB) was launched in November 1971 under the auspices of Unesco. Its aim is to help to develop scientific knowledge with a view to the rational management and conservation of natural resources, to train qualified personnel in this field, and to disseminate the knowledge acquired both to the decision-makers and the population of various countries. Included in this bulletin are discussions of MAB's role, structure, goals, activities (including environmental education and training and the development of an international network of protected areas called biosphere reserves), and themes. Two major themes concern man as a part of the biosphere and interdisciplinary participation in MAB projects. A list of 14 major MAB project areas is also provided. These areas include ecological effects of increasing human activities on tropical and subtropical forest ecosystems, perception of environmental quality, and research on environmental pollution and its effect on the biosphere. Brief comments on MAB information materials and a flow chart illustrating the organization of MAB national committees are included in an appendix. (BC)

ED 241 309

SE 044 002

Unesco and Environmental Education. Unesco

Occasional Paper 31.

Canadian Commission for UNESCO, Ottawa, (Ontario).

Pub Date—Sept 78

Note—49p.

Available from—Canadian Commission for Unesco, 255 Albert St., P.O. Box 1047, Ottawa, Canada K1P 5V8.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Conferences, Conservation Education, *Curriculum Development, *Educational Objectives, Educational Practices, Educational Trends, *Environmental Education, *International Programs, Program Development, Teacher Education

Identifiers—Environmental Education Research, *International Environmental Education Programme, *United Nations Environment Program

This overview of the International Environmental Education Programme (IEEP) begins with an introduction which outlines IEEP objectives and goes on to provide, in section 2, a working definition of environmental education (EE). This is followed by three reports, on the Belgrade Workshop on Environmental Education, regional conferences, and the Intergovernmental Conference on Environmental Education (ICEE) respectively. The first report includes "The Belgrade Charter-A Global Framework for Environmental Education," which focuses on the environmental situation, environmental action goals, EE goals, EE objectives, and guiding principles of EE programs. It also describes workshops proceedings, and gives a list of working papers discussed at the conference. The ICEE report includes discussions of major environmental problems in contemporary society, the general conference report (addressing such issues as environmental problems and the role of education, current EE efforts, national level strategies, EE programs and curricula, instructional materials, personnel training), and the declaration adopted by conference delegates. Provided in appendices are descriptions of the United Nations Environment Programme, the International Environmental Education Network, and Unesco's Man and the Biosphere Programme; the main working document for the ICEE; and a statement by the International Union for Conservation of Nature and Natural Resources (presented at the ICEE conference) which focuses on its role in environmental education. (BC)

ED 241 310

SE 044 003

Hansen, Viggo P., Ed. Zweng, Marilyn J., Ed. Computers in Mathematics Education. 1984 Year-

book.

National Council of Teachers of Mathematics, Inc.,
Reston, Va.

Report No.—ISBN-0-87353-210-4

Pub Date—84

Note—254p.

Available from—National Council of Teachers of
Mathematics, Inc., 1906 Association Dr., Reston,
VA 22091 (\$14.50 each, 10 or more 20% off).

Pub Type—Books (010)—Guides—General (050)

Document Not Available from EDRS.

Descriptors—Cognitive Processes, Computer
Graphics, *Computer Oriented Programs, Curriculum
Development, Geometric Concepts, Learning
Activities, Mathematical Applications,
*Mathematics Curriculum, *Mathematics Education,
*Mathematics Instruction, *Microcomputers,
Number Concepts, Problem Solving,
Programming, Yearbooks

Identifiers—National Council of Teachers of
Mathematics

The role of computers (especially microcomputers) in the mathematics curriculum and suggestions for using them in mathematics instruction are discussed in this yearbook. The 27 articles are presented under five headings. Part 1, Issues, includes articles on comprehensive instructional computing, possible new curricula, and a syllabus for a computer literacy course. Part 2, The Computer as a Teaching Aid, includes descriptions of computer-based numeration instruction, the computer as a learning center, and courseware for various mathematical topics. In Part 3, Teaching Mathematics through Programming, are suggestions for using computers with students at each school level, including problem solving and applications. Part 4, Diagnostic Uses of the Computer, provides articles on computer diagnosis of algorithmic errors and diagnostic uses of computers in precalculus mathematics. Part 5 is a selected bibliography on computers in the classroom. (MNS)

ED 241 311 SE 044 004

Let Problem Solving Be the Focus for 1980's.

Alberta Dept. of Education, Edmonton.

Pub Date—83

Note—119p.

Pub Type—Guides—General (050)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Answer Keys, Calculators, Computers, Curriculum Development, Educational Objectives, Elementary Education, *Elementary School Mathematics, Instructional Materials, *Mathematics Curriculum, *Mathematics Instruction, Motivation, *Problem Sets, *Problem Solving, *Resource Materials, Teaching Methods, Worksheets

Identifiers—Alberta (Edmonton)

This publication provides background information, ideas, and sample activities to help teachers in their efforts to aid students in developing problem solving skills. It provides an overview of the stages in the problem solving model recommended in the elementary mathematics program of studies. Several clusters of problem solving strategies are suggested for each stage of the model. Additional ideas on organization for instruction, the use of textbooks, and sources of problems and problem solving materials are included in a reference list. The document is divided into sections on problem solving as the focus of the curriculum, a general framework for problem solving, the problem solving model, planning for instruction in grades 1 and 2 and in grades 3 through 6, using the prescribed learning resources, and working through the model. Extensive classroom materials follow, such as sample problems for grades 1 through 6, calculator problems, computer problems, and challenge problems. (MNS)

ED 241 312 SE 044 005

Chandra, Satish, Ed. Mostertman, L. J., Ed.

Curricula and Syllabi in Hydrology. A Contribution to the International Hydrological Programme. UNESCO Technical Papers in Hydrology No. 22. Second Edition.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ISBN-92-3-102106-0

Pub Date—83

Note—111p.; For other titles in this series, see SE 044 006-007.

Available from—UNIPUB, Box 433, Murray Hill Station, New York, NY 10157 (order # 4011-U1310, paper \$12.25).

Pub Type—Guides—General (050)—Reports—Descriptive (141)

Document Not Available from EDRS.

Descriptors—Civil Engineering, *College Science, *Course Descriptions, Curriculum Development, Educational Trends, *Hydraulics, Postsecondary Education, Program Descriptions, *Science Curriculum, *Science Programs, Undergraduate Study, Water, Water Quality, *Water Resources

Identifiers—Hydrology
Hydrology is the science dealing with the earth's waters, their occurrence, circulation, and distribution, their chemical and physical properties, and their reaction with the environment. As such, hydrology is an indispensable requirement for planning in the field of water resources. Objectives for, spectrum of, and topics for education in hydrology as well as the present state and future trends of educational programs in this field are discussed. Included in detailed appendices are: (1) reference syllabi for hydrological topics; (2) syllabi for topics for advanced study in hydrology; (3) curricula and syllabi recommended for the education and training of professional personnel in operational hydrology, for complete undergraduate training in hydrology, for some Unesco sponsored post-graduate programs in hydrology, and for some undergraduate and graduate options in training for degrees in other fields than hydrology; and examples of short duration specialized programs and hydrology subjects included in programs for other degrees. (BC)

ED 241 313 SE 044 006

Experimental Facilities in Water Resources Education. A Contribution to the International Hydrological Programme. UNESCO Technical Papers in Hydrology No. 24.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ISBN-92-3-102107-9

Pub Date—83

Note—83p.; For other titles in this series, see SE 044 005-007.

Available from—UNIPUB, Box 433, Murray Hill Station, New York, NY 10157 (order # 4011-U1311, paper \$9.25).

Pub Type—Guides—General (050)—Reports—Descriptive (141)

Document Not Available from EDRS.

Descriptors—Civil Engineering, *College Science, Data Collection, *Facility Guidelines, Facility Requirements, *Hydraulics, Measurement, *Measurement Equipment, Postsecondary Education, Science Equipment, *Science Laboratories, Water, *Water Resources

Identifiers—Hydrology

This monograph is intended to guide teachers of water resources, technicians and university students in establishing physical facilities which can introduce learners to methods, techniques, and instruments used in water resources management and assessment. It is not intended to serve as an exhaustive list of equipment and their descriptions or as a laboratory manual, rather it is a form of rough blueprint to aid in planning laboratory experiences and in selecting equipment and experiments. The facilities described are limited to hydrological and hydraulic aspects of water resources design and management. Specifically excluded are matters directly related to water quality. The monograph is organized into five chapters: introduction; general concepts of measurement; hydraulics laboratories; hydrological teaching facilities; and use of experimental facilities in water. The material in these chapters represents requirements for a minimum facility for training in the measurement and collecting of water resources data. Although recommendations for equipment and instruments for both hydraulic and hydrological teaching facilities, and descriptions of possible physical arrangements are provided, restrictions imposed by funding, class size, climate, level of trainee, objectives of training programs, and other factors may lead to differences in selection of alternatives in facility size and equipment. (BC)

ED 241 314 SE 044 007

Mostertman, L. J.

Teaching the Systems Approach to Water Resources Development. A Contribution to the International Hydrological Programme. UNESCO Technical Papers in Hydrology No. 25.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ISBN-92-3-102108-7

Pub Date—83

Note—20p.; For other titles in this series, see SE

044 005-006.

Available from—UNIPUB, Box 433, Murray Hill Station, New York, NY 10157 (order # 4011-U1307, paper \$6.00).

Pub Type—Guides—General (050)—Reports—Descriptive (141)

Document Not Available from EDRS.

Descriptors—Civil Engineering, *College Science, Engineering, *Hydraulics, Interdisciplinary Approach, Personnel Needs, Postsecondary Education, Science Education, *Science Instruction, Social Sciences, *Systems Approach, Undergraduate Study, Water, *Water Resources

Identifiers—Hydrology
Because of the uncertainty related to water resources development projects, and because of the multitude of factors influencing their performance, the systems analysis approach is often used as an instrument in the planning and design process. The approach will also yield good results in the programming of the maintenance and management of the engineering works. Definitions, characteristics, and a short history of the systems approach to water resources development are discussed in chapter 1. Manpower needs are considered in chapter 2. Systems analysis in curricula for hydrologists and engineers (focusing on undergraduate programs for civil engineers and post-graduate programs) are discussed in chapter 3. Subjects which are important, if not essential, for systems analysis of water resources are reviewed in chapter 4. These subjects include political science, economics, engineering economy, project financing, mathematics, computer programming, and statistics. Use of problem work and case studies as well as integration with design work, cooperation among disciplines, and management games are discussed in the fifth and last chapter. (BC)

ED 241 315 SE 044 008

Wilson, Mary Alice

Introduction to Microcomputers. Inservice Series

No. 16.

Hampshire Educational Collaborative, South Hadley, MA.

Pub Date—[84]

Note—75p.; For a related document, see SE 044 009. Document may contain pages of marginal legibility.

Available from—The Hampshire Educational Collaborative, The Center School, South Hadley, MA 01075 (\$5.00).

Pub Type—Guides—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Computer Oriented Programs, Computer Programs, *Computer Science Education, Educational Planning, *Inservice Teacher Education, *Microcomputers, *Programming, Teacher Education, Word Processing, Workshops

Identifiers—BASIC Programming Language, Database Management, Electronic Spreadsheets, *Logo Programming Language, Massachusetts

This manual is designed to introduce adults to microcomputers. It is planned for use with a series of five two-hour labs on Apple II or IIe computers, with participants expected to review sections and practice on a microcomputer between sessions. The goals are to have participants (1) understand how programming languages work, (2) understand the power and purpose of three types of software (word processing, electronic spreadsheets, and database management), (3) determine what skills they want to develop next, and (4) realize how much fun the computer can be. Helpful vocabulary is listed first, followed by sections on an introduction to Logo, word processing for the author, an introduction to BASIC, electronic spreadsheets, and database management. Each describes the purposes and what to do in some detail. A brief bibliography is also included. (MNS)

ED 241 316 SE 044 009

Wilson, Mary Alice

Developing a Computer Curriculum. Inservice Series No. 17.

Hampshire Educational Collaborative, South Hadley, MA.

Pub Date—[84]

Note—60p.; For a related document, see SE 044 008. Document may contain pages of marginal legibility.

Available from—The Hampshire Educational Collaborative, The Center School, South Hadley, MA 01075 (\$5.00).

Pub Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Art Education, *Computer Oriented Programs, Computers, *Curriculum Development, *Educational Objectives, *Educational Planning, *Inservice Teacher Education, Mathematics Skills, *Microcomputers, Problem Solving, Programming, Reading Skills, Teacher Education, Vocational Education, Writing Skills
Identifiers—Massachusetts

The purpose of this manual is to help teachers and administrators develop a realistic plan for integrating microcomputers into the curriculum. It is based on the assumptions that (1) computers are a tool appropriate for every child, (2) teachers need additional training to use microcomputers effectively, (3) computer activities should be integrated throughout the program, and (4) priorities must be established for the use of a scarce resource. Some relevant concerns are first discussed, followed by a description of 15 curriculum development steps. Sample goals and objectives are then presented for such concerns as respect for others, development of individual potential, and effective learning habits; and for specific learning areas, including mathematics competence, writing, reading comprehension, problem solving, vocational competence, and artistic competence, as well as the interrelationship between technology and society, computer operation, and programming. Task force organizational issues and a teacher training sequence are given in the appendices. (MNS)

ED 241 317

SE 044 010

Crawford, Douglas H.

A Pilot Study of the Significance of Estimation, Approximation and Related Concepts in the School Mathematics Curriculum.

Spons Agency—Queen's Univ., Kingston (Ontario). Faculty of Education.

Pub Date—Jan 83

Note—158p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Calculators, Educational Research, Elementary Secondary Education, *Estimation (Mathematics), *Literature Reviews, *Mathematical Concepts, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Surveys

Identifiers—*Estimation, *Mathematics Education Research, Ontario

This study was designed to: (1) outline briefly the meaning and importance of the family of concepts stemming from the ideas of estimation, approximation, checking, and precision; (2) survey the present place of such concepts in the curriculum; and (3) relate the teaching and learning of these concepts to the availability of the calculator as an emerging tool for reducing computational labor. Relevant literature was extensively surveyed; the meanings of the terms were analyzed; their role in the curriculum was traced; and the use of the hand-held calculator was addressed. The following section discusses the literature under the headings of meaning, rationale, research, the curriculum, and teacher strategies. The present place of these concepts in the Ontario school mathematics curriculum was analyzed using surveys of mathematics coordinators and comparisons of textbooks and other documents. Results of the questionnaire survey and document analyses are found in the next section, followed by a brief summary. A bibliography is included, as well as documents related to the survey. (MNS)

ED 241 318

SE 044 011

Roberts, Douglas A. And Others

Classification of Living Things. A Teacher's Manual for General Level Program Development. Grades 7 and 8. Science and Society Teaching Units. Informal Series/55.

Ontario Inst. for Studies in Education, Toronto. Report No.—ISBN-0-7744-5067-3

Pub Date—84

Note—71p; For related documents, see ED 211 367-368.

Available from—Ontario Inst. for Studies in Education, 252 Bloor St., W., Toronto, Ontario, Canada M5S 1V6 (\$7.50 prepaid).

Pub Type—Guides - Classroom - Teacher (052)
Document Not Available from EDRS.

Descriptors—*Biology, *Classification, Environmental Education, Intermediate Grades, Junior High Schools, Ornithology, *Outdoor Activities,

Recreational Activities, *Science Activities, Science Education, *Secondary School Science
Identifiers—*Science And Society

This manual is one of a series designed to assist junior high school teachers in developing general level or non-academic science programs which focus on the relationship between science and society. Although designed primarily for grades 7 and 8, the content is also suitable for students in grade 6. The major portion of the manual consists of six teaching episodes. Each episode begins with a curriculum summary which outlines the content, teaching essentials, objectives, and evaluation examples (keyed to objectives). This is followed by a detailed description of how to teach the lesson, indicating how the flow of instruction should go to make maximum use of the manual. All episodes are tied together by a story line to help students understand that knowledge of the classification of living things is useful in enhancing such outdoor and leisure activities as hiking and bird watching. The manual also takes account of the relationship between classification in biology and the "everyday language" or informal classification schemes with which young students are already familiar. Teacher and student resource sheets to accompany the episodes are provided in the appendices. (JN)

ED 241 319

SE 044 012

Task Force for the Study of Chemistry Education in the United States. Preprint-Recommendations.

American Chemical Society, Washington, D.C.

Pub Date—20 Mar 84

Note—22p; Document is printed on brown paper and may not reproduce well.

Available from—Ken Chapman, Education Division, American Chemical Society, 1155 - 16th St., NW, Washington, DC 20036.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Chemical Industry, *Chemistry, *College Science, *Curriculum Development, *Educational Improvement, Educational Quality, *Elementary School Science, Elementary Secondary Education, Higher Education, Professional Continuing Education, Science Careers, Science Curriculum, Science Education, Science Instruction, *Secondary School Science, Toxicology

Virtually every aspect of chemistry education was examined to determine changes needed to improve public understanding of science in general and chemistry in particular, and to improve the effectiveness of chemistry education. Among the findings reported are those indicating that: misunderstanding of science is widespread and public understanding of chemistry is poor; too few high school chemistry teachers are well grounded in the subject; laboratory exercises are slowly disappearing from general chemistry in high school and college; and that applications of both information technology and discoveries about learning are occurring haphazardly. Conclusions drawn from those and other findings take the form of 40 principal recommendations and numerous ancillary ones. Recommendations focus on the concern for the nationwide low level of public understanding of science and on problems and issues related to education at all levels, as well as to the following: science education in elementary schools, high schools, two-year colleges, colleges and universities; careers; continuing education; and role of the chemical industry. Recommendations include a minimum of three years of high school laboratory science for admission to college, a national effort to add science to the present basic triad of school subjects, and development of a model science program for each elementary school grade level. (JN)

ED 241 320

SE 044 013

Science and Mathematics Software Opportunities and Needs. Executive Summary.

Technical Education Research Center, Cambridge, Mass.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—30 Jun 83

Contract—400-82-0022

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Programs, Elementary Secondary Education, Higher Education, Instructional Materials, *Material Development, Mathematics Education, *Mathematics Instruction,

*Microcomputers, Science Education, *Science Instruction, *Teacher Education
Identifiers—Mathematics Education Research, Science Education Research, *Software Evaluation

This study examined the extent to which opportunities created by computer technology addresses the needs in school science and mathematics instruction. Information was gathered by obtaining descriptions of most available software; reviewing published software evaluations, grant-supported software development projects, and a broad selection of software; and by consulting experts in the field and school personnel. Among the findings reported are these: although software development is expensive and risky, software production is high; while a large amount of software is available, more high quality and classroom usable software is needed; both normative and descriptive software evaluations are greatly needed; many channels for software dissemination are inadequate to keep teachers fully informed about available software; schools allocate inadequate resources for software acquisition; microcomputer software can increase the range of science and mathematics topics successfully covered; and appropriate software can improve student performance in current courses. Broad improvements in teacher knowledge about the technology and the topics it facilitates, software dissemination, and classroom implementation are recommended to meet identified needs. These recommendations include developing software that teaches problem-solving skills, empowers students, and addresses process objectives. (JN)

ED 241 321

SE 044 014

Crowley, Michael F. And Others

Women and Minorities in Science and Engineering.

National Science Foundation, Washington, D.C.

Report No.—NSF-84-300

Pub Date—Jan 84

Note—263p; For related documents, see ED 147 098 and ED 216 890.

Pub Type—Numerical/Quantitative Data (110)—Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Academic Achievement, Degrees (Academic), *Employment Level, *Engineering, Engineering Education, Engineers, *Females, Higher Education, Hispanic Americans, Labor Force, *Minority Groups, Science Education, *Sciences, Scientists, *Sex Differences, Unemployment

Identifiers—National Science Foundation

This statistical review is the second in a biennial series mandated by Public Law 96-516. This report, which provides a comprehensive overview of the participation of women and minorities in science and engineering (S/E) employment and training, is divided into three chapters. The first chapter focuses on the representation of women and minorities in S/E employment and differences in employment characteristics between sex and racial groups independent of the overall employment levels. The second chapter considers measures that indicate underutilization of those with scientific and engineering skills, with particular attention to differences between the sexes or among racial/ethnic groups. The third chapter examines the acquisition of scientific and engineering skills, highlighting differences in academic coursework, performance on achievement tests, and undergraduate and graduate degree production. Data within each chapter are presented first for women and then for racial minorities and Hispanics. The physically handicapped in science and engineering are also considered in the first chapter. Among the findings reported are those indicating that despite substantial gains over the past decade, women and minorities are still underrepresented in S/E employment and training, and that their rates of participation in precollege science and mathematics courses and in undergraduate and graduate S/E education are lower than those of men. The appendix includes 77 statistical tables. (JN)

ED 241 322

SE 044 015

Energy Education: A Catalog of Resources.

New York State Education Dept., Albany; State Univ. of New York, Albany. Atmospheric Science Research Center.

Pub Date—[83]

Note—90p; A product of the New York Energy Education Project. Also sponsored by the New York Power Pool.

Available from—New York Energy Education

Project, SUNY at Albany, 1400 Washington Ave., Box 22100, Albany, NY 12222.

Pub Type—Guides - Classroom - Teacher (052) - Reference Materials (130)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Conservation Education, Curriculum Guides, *Electricity, Elementary Secondary Education, *Energy, *Energy Conservation, *Fuels, Instructional Materials, *Resource Materials, *Science Activities, Science Education, Science Experiments

Identifiers—Alternative Energy Sources, *Energy Education, Geothermal Energy

This list of energy resource materials is broken down into five categories: (1) general resources; (2) electricity; (3) nuclear and fossil fuels; (4) conservation; and (5) future fuels. (An added feature for New York residents is a concluding list of resources available gratis from New York electric companies). Materials cited include audiovisual aids, charts, activities, books, experiments, games, booklets, and periodicals. Each entry is annotated to show its potential value and use in the classroom. Appropriate grade levels are suggested, but these will vary with the locale and the way the material is employed. Only those items thought to be significantly helpful to students and/or teachers are included. Each resource is evaluated as strongly recommended for student use without restrictions, recommended for student use under teacher guidance, or recommended for teacher reference. Two matrices are also provided. A grade level-topic matrix enables users to find resources on a specific energy topic appropriate for a given instructional level. A grade level-resource matrix enables users to locate for a given instructional level the kinds of curricular materials that which will best complement intended energy lessons. (JN)

ED 241 323

SE 044 016

Stronck, David R., Comp.

Understanding the Healthy Body. CESI Sourcebook III. An Occasional Sourcebook of the Council for Elementary Science, International. Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Pub Date—Dec 83

Note—164p.

Available from—Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$5.75).

Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Diseases, Drug Education, Elementary Education, *Elementary School Science, Food, *Health Activities, Health Education, *Human Body, *Individual Development, *Nutrition, Poisons, Pollution, Safety, *Science Activities
Provided is a collection of 54 health education activities which attempt to bridge the gap between health information and changing health-related behaviors. The activities, which vary in content and in levels of difficulty, are grouped into six chapters with a range of 8 to 11 activities in each chapter. Chapters focus on body organs and systems, the five senses, growth and development, nutrition and foods, pollution and diseases, and on drugs, poisons, and safety. Each activity includes title, focus (concepts and/or skills developed by the activity), background information, challenge (problem-oriented approach to stimulate youngsters' interests), a list of materials and equipment needed, instructional strategies, further challenges, and a list of student and teacher reference materials. An introductory chapter which defines health education and discusses the need for health education and children's interest in health topics is also included. (JN)

ED 241 324

SE 044 017

English-Vietnamese Scientific Terminology (for High School Students). Book 2: Mathematics = Danh Tu Khoa Hoc Anh-Viet (Danh Cho Cac Hoc Sinh Bac Trung Hoc). Quyển 2: Toan Hoc. National Hispanic Univ., Oakland, CA.

Pub Date—79

Note—31p.; For Book 1, see ED 238 689; for other related documents, see ED 238 690-694.

Available from—National Hispanic University, 255 East 14th Street, Oakland, CA 94606.

Language—English; Vietnamese

Pub Type—Reference Materials - Vocabulary/Classifications (134)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Asian Americans, *Bilingual Students, *Dictionaries, Geometric Concepts, *Indo-Chinese, Language of Instruction, *Mathematical Vocabulary, *Mathematics Instruction, Minority Groups, Number Concepts, Secondary Education, *Secondary School Mathematics

Identifiers—*Vietnam

This document is one in a series of books on terminology designed to help Vietnamese students overcome language obstacles. The English word is given, followed by the explanation in Vietnamese. Some illustrations are included. (MNS)

ED 241 325

SE 044 019

Multicultural Mathematics Posters and Activities. National Council of Teachers of Mathematics, Inc., Reston, Va.; Seattle Public Schools, WA. Mathematics Office.

Pub Date—84

Note—64p.

Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Dr., Reston, VA 22091 (\$7.00).

Pub Type—Guides - Classroom - Teacher (052) - Non-Print Media (100)

Document Not Available from EDRS.

Descriptors—Calculators, Geometric Concepts, Interdisciplinary Approach, *Learning Activities, Mathematical Applications, *Mathematics Instruction, Mathematics Materials, Middle Schools, Minority Groups, *Multicultural Education, Number Concepts, *Problem Solving, *Resource Materials, Secondary Education, *Secondary School Mathematics

Identifiers—*Posters

A set of 18 posters, each 28 cm x 43 cm and printed on parchmentlike paper, and an activity book for teachers in middle and secondary schools make up this publication. The posters illustrate the ideas that mathematics spans centuries and cultures, and is both useful and enjoyable. The activity book emphasizes problem solving, with a focus on interdisciplinary applications of mathematics, and is designed to encourage minority students to pursue mathematics beyond the minimum requirements for graduation. The activities are referenced to the posters, and concern the following topics: the calculator's ancestors, magic squares, ancient systems of numeration, geometry with meaning, traditional round houses, tangrams, Oware, once upon a time, arabic geometrical pattern and design, Mayan numerals, Pa-Kua, Tower of Brahma, strategy games and puzzles, Japanese optical and geometric art, Egyptian rope stretchers, Shongu networks, Pascal's triangle, and Golden Ratio. (MNS)

ED 241 326

SE 044 101

Singh, Marlene

Hands-On Science Lab. K-6.

Aliso/Saddleback Valley Unified School District, El Toro, CA.

Pub Date—[83]

Note—16p.; Print is marginally legible.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Experiential Learning, Learning Activities, *Science Activities, *Science Experiments, Science Instruction

Identifiers—PF Project

A series of charts lists weekly activities for conducting a hands-on science laboratory in grades K-6. Arranged by grade level, the charts complement chapters in the "Gateways to Science" textbook series (McGraw-Hill, 1979). For each week, a concept to be explored is tagged to a 45-minute activity. This document was selected by the Association of California School Administrators Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (LP)

ED 241 327

SE 044 114

Larson, Janet

Challenging Mathematics Problems for Fifth & Sixth Graders.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—28p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Arithmetic, *Elementary School Mathematics, Estimation (Mathematics), Geometry, Grade 5, Grade 6, Intermediate Grades, Learning Activities, *Mathematical Enrichment,

Measurement, *Problem Sets, *Problem Solving, Quantitative Tests, Ratios (Mathematics), Teaching Methods

Identifiers—PF Project, *Word Problems (Mathematics)

A collection of word problems for fifth and sixth grade students are presented. The problems, which are divided into four sections and which get progressively more difficult in each section, include: (1) 38 problems on ratio and proportion; (2) 40 multistep problems (problems which require more than one calculation); (3) 40 problems on geometry and measurement; and (4) 40 "trial and arrow" problems (problems in which a reasonable guess is made and the results of that guess point out the correct answer or a more reasonable guess). Answers are provided immediately following each section. An introduction for the teacher suggests ways in which the problems could be presented. Five copies of a five-item, 15-minute problem-solving test for use in a local competition are provided along with an answer key and form for recording students' results. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

ED 241 328

SE 044 115

Swenson, Herbert

Why Is the Ocean Salty?

Geological Survey (Dept. of Interior), Reston, Va.

Pub Date—83

Note—9p.; From the series "Popular Publications of the U.S. Geological Survey." Illustrations may not reproduce well.

Pub Type—Reference Materials (130)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biological Influences, Chemical Analysis, Earth Science, Environmental Influences, Geography Instruction, Instructional Materials, *Oceanography, Physical Environment, Physical Geography, Secondary Education, *Water, Water Quality

Identifiers—PF Project, *Salinity

One of a series of general interest publications on science topics, this booklet provides those interested in the composition of sea water with a non-technical introduction to the subject. Focusing on the saltiness of the sea, separate sections examine the origins of the sea, sources of the salts, why the sea is not fresh, the complexity of sea water, salinity and its variability, and how sea life affects sea water's composition. The text is accompanied by charts and diagrams illustrating the sources of salts in the sea, principal constituents of seawater, and the chemical differences between sea water and river water. (LH)

ED 241 329

SE 044 116

Pakiser, Louis C.

Earthquakes.

Geological Survey (Dept. of Interior), Reston, Va.

Pub Date—83

Note—24p.; From the series "Popular Publications of the U.S. Geological Survey." Photographs may not reproduce well.

Pub Type—Reference Materials (130)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Earthquakes, Geographic Regions, *Geophysics, Instructional Materials, *Natural Disasters, Physical Environment, Scientific Research, Secondary Education, *Seismology

Identifiers—PF Project, Tsunami Warnings

One of a series of general interest publications on science topics, the booklet provides those interested in earthquakes with an introduction to the subject. Following a section presenting an historical look at the world's major earthquakes, the booklet discusses earthquake-prone geographic areas, the nature and workings of earthquakes, earthquake generated sea-waves (tsunamis) and landslides, and the measurement and prediction of earthquakes. The text is accompanied by numerous photographs illustrating the destructive effects of earthquakes, maps showing major earthquake zones, and diagrams clarifying internal processes involved in earthquake formation. (LH)

ED 241 330

SE 044 117

Barker, Rachel M.

Collecting Rocks.

Geological Survey (Dept. of Interior), Reston, Va.

Pub Date—83

Note—7p.; From the series "Popular Publications of the U.S. Geological Survey." Photographs may not reproduce well.

Pub Type—Reference Materials (130)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Earth Science, *Geology, Identification, Instructional Materials, Outdoor Education, Physical Environment, Secondary Education
Identifiers—Collecting (Hobby), PF Project, *Rocks

One of a series of general interest publications on science topics, the booklet provides those interested in rock collecting with a nontechnical introduction to the subject. Following a section examining the nature and formation of igneous, sedimentary, and metamorphic rocks, the booklet gives suggestions for starting a rock collection and using geologic maps to identify rocks. A discussion about sources of rock specimens, necessary collection equipment, and practical problems concerning the cataloging and storage of rock collections is followed by a list of eight additional hints for rock collectors. (LH)

ED 241 331

SE 044 118

White, Donald E.

Geyers.

Geological Survey (Dept. of Interior), Reston, Va.

Pub Date—83

Note—13p; From the series "Popular Publications of the U.S. Geological Survey." Photographs may not reproduce well.

Pub Type—Reference Materials (130)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Earth Science, Geology, *Geophysics, Instructional Materials, Physical Environment, Scientific Research, Secondary Education
Identifiers—*Geyers, PF Project

One of a series of general interest publications on science topics, the booklet provides those interested in geysers with a nontechnical introduction to the subject. Separate sections examine the nature and workings of geysers—why geysers erupt, where they occur, the cause of volcanoes and hot springs, the deep circulation of water in geyser systems, the geyser cycle, differences among geysers, and why geysers die. The text is accompanied by photographs and diagrams clarifying internal processes involved in geyser formation and eruption. (LH)

ED 241 332

SE 044 119

Landforms of the United States.

Geological Survey (Dept. of Interior), Reston, Va.

Pub Date—80

Note—21p; From the series "Popular Publications of the U.S. Geological Survey." Photographs may not reproduce well.

Pub Type—Reference Materials (130)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Geographic Regions, Geology, Instructional Materials, *Physical Divisions (Geographic), *Physical Geography, Secondary Education

Identifiers—*Landforms, PF Project, *United States

One of a series of general interest publications on science topics, the booklet provides those interested in landforms of the United States with a nontechnical introduction to the subject. Separate sections examine depositional versus erosional landforms in the central stable region of the United States, the Appalachian Highlands, the Ozark Region, the Cordilleran Mountain Region, the Great Plains Region, the Atlantic Coastal Plain, Alaska, Hawaii, and the Continental Shelf. The text is accompanied by a map showing the various physiographic regions and a key which provides a brief description of each region. (LH)

ED 241 333

SE 044 120

Elevations and Distances in the United States.

Geological Survey (Dept. of Interior), Reston, Va.

Pub Date—80

Note—13p; Photographs may not reproduce well. Pub Type—Reference Materials - Geographic (133)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Charts, *Distance, Earth Science, *Geographic Location, Geography, *Height, Instructional Materials, Physical Divisions (Geographic), *Physical Geography, *Proximity, Secondary Education, Tables (Data), Topography, Urban Areas

Identifiers—PF Project, Rocky Mountains, *United States

One of a series of general interest publications on science topics, the booklet provides those interested in elevations and distances with a nontechnical introduction to the subject. The entire document consists of statistical charts depicting the nation's 50 largest cities, extreme and mean elevations, elevations of named summits over 14,000 feet above sea level, elevations of selected summits east of the Rocky Mountains, distances from extreme points to geographic centers, and lengths of United States boundaries. The elevations of features and distances between points in the United States were determined from surveys and topographic maps of the U.S. Geological Survey. (LH)

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ED 241 334

SE 044 121

Davies, W. E. Morgan, I. M.

Geology of Caves.

Geological Survey (Dept. of Interior), Reston, Va.

Pub Date—80

Note—21p; From the series "Popular Publications of the U.S. Geological Survey." Photographs may not reproduce well.

Pub Type—Reference Materials (130)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Earth Science, *Geology, Instructional Materials, *Physical Geography, Secondary Education
Identifiers—*Caves, PF Project, *Speleology, United States

One of a series of general interest publications on science topics, the booklet provides those interested in the study of caves (speleology) with a nontechnical introduction to the subject. Separate sections examine types of caves, how caves form, cave features, minerals found in caves, uses of caves, and caves as natural underground laboratories. The final sections present a brief description about caves to explore in the United States (with a map showing locations of known caves) and precautions to take when exploring newly discovered or unattended caves. (LH)

ED 241 335

SE 044 123

Newman, William L.

Geologic Time.

Geological Survey (Dept. of Interior), Reston, Va.

Pub Date—83

Note—22p; Photographs and tables on pages 6-8, 9-11, and 19 may not reproduce well.

Pub Type—Reference Materials (130)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Earth Science, *Geology, Instructional Materials, *Paleontology, Physical Environment, Secondary Education, *Time
Identifiers—*Geologic Time, Petrology, PF Project, Rocks, Stratigraphy, Time Span Measurement

One of a series of general interest publications on science topics, the booklet provides those interested in geologic time with an introduction to the subject. Separate sections discuss the relative time scale, major divisions in geologic time, index fossils used as guides for telling the age of rocks, the atomic scale, and the age of the earth. The text is accompanied by numerous diagrams showing the major divisions of relative and atomic time, examples of index fossils, and simplified composite geologic sections from a variety of regions. (LH)

ED 241 336

SE 044 133

McCoy, Gloria B.

Special Education Developmental Mathematics.

Grades 6, 7, and 8.

Houston Independent School District, Tex.

Pub Date—82

Note—231p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Arithmetic, Behavioral Objectives, Curriculum Guides, Fractions, Geometry, Grade 6, Junior High Schools, Learning Activities, Mathematical Applications, *Mathematics Curriculum, *Mathematics Materials, Measurement, Number Concepts, Resource Materials, *Sequential Approach, *Special Education, Time, Units of Study

Identifiers—Money, PF Project

This curriculum guide is presented in a sequential and repetitive format so that the student may master one objective before proceeding to the next. It is designed to allow the teacher to be creative in meeting the needs of special populations. Each unit contains five parts: (1) instructional subarea; (2) instructional objectives; (3) performance objectives; (4) activities; and (5) materials/resources. Each unit contains one instructional subarea which is divided into two or more instructional objectives. Each instructional objective is divided into performance objectives. Activities and materials/resources are listed for each performance objective. The activities are designed so that they may reinforce the performance objectives independently of the materials/resources. The units for grade 6 are: numeration, basic operations, money, time, geometry, measurement, fractions, division, and practical applications. The grade 7 units are: numeration, basic operations, time, geometry/measurement, fractions, and practical applications. The units for grade 8 are: basic operations, money, geometry/measurement, fractions, decimals, and practical applications. A list of textbooks used at each grade level, a list of supplemental resources, a scope and sequence of objectives for each grade level, and a 17-item bibliography of mathematics books are included. (DC)

manance objectives independently of the materials/resources. The units for grade 6 are: numeration, basic operations, money, time, geometry, measurement, fractions, division, and practical applications. The grade 7 units are: numeration, basic operations, time, geometry/measurement, fractions, and practical applications. The units for grade 8 are: basic operations, money, geometry/measurement, fractions, decimals, and practical applications. A list of textbooks used at each grade level, a list of supplemental resources, a scope and sequence of objectives for each grade level, and a 17-item bibliography of mathematics books are included. (DC)

ED 241 337

SE 044 141

Kannegieter, Sandy Wirkler, Linda

Weather in Your Life.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—71p; Poems, a story, and a worksheet from pages 29, 35-36, and 55 have been removed due to copyright restrictions.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Games, Elementary Education, *Elementary School Science, Instructional Materials, Learning Activities, *Meteorology, Pretests Posttests, Reading Comprehension, Resource Materials, *Science Activities, Science Experiments, *Weather
Identifiers—PF Project, *Weather Forecasting

Facts and activities related to weather and meteorology are presented in this unit. Separate sections cover the following topics: (1) the water cycle; (2) clouds; (3) the Beaufort Scale for rating the speed and force of wind; (4) the barometer; (5) weather prediction; (6) fall weather in Iowa (sleet, frost, and fog); (7) winter weather in Iowa (snow, snowflakes, blizzards, and treatment for cold weather exposure); (8) dew, hail, and rain; (9) thunderstorms and lightning; and (10) tornadoes. The types of materials provided in the unit include: pretests-posttests; explanations of weather forecasting, weather reporting, and different types of weather; illustrations; reading comprehension questions; experiments; charts; flannelboard and bulletin board ideas; science activities; art activities; word-find puzzles; supplemental activities; a list of locally available resources; and games. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

ED 241 338

SE 044 143

Lindeman, Donna

Number Activities for Primary Grades.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—67p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academically Gifted, Addition, Graphs, Instructional Materials, Learning Activities, *Mathematics Instruction, *Number Concepts, *Numbers, Pattern Recognition, Primary Education, Subtraction, Worksheets

Identifiers—PF Project

This booklet offers teacher instructions and student worksheets on number activities for gifted primary grade students. Three sections are included: (1) "moving numbers" which asks students to supply the missing member or members of addition and subtraction equations; (2) "number trails," which involve the completion of number patterns; and (3) "graphing" in which students use graphs to represent numbers of objects and to determine probability. In each section, the initial activities are easy and become increasingly difficult. A brief description of the activities and general suggestions for presenting them precede each section. This booklet was prepared for a specific classroom; therefore, some of the directions are unique to that classroom. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

ED 241 339

SE 044 144

Olson, Barb

Digging into Dinosaurs.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—68p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Animals, Art Activities, Interdisciplinary Approach, Learning Activities, *Paleontology, Primary Education, Units of Study
Identifiers—*Dinosaurs, Dioramas, PF Project

This four-week unit of study for grades 1-3 provides information and activities on 17 different dinosaurs. A 21-item pre- and post-test and a brief history of dinosaurs precede descriptions and full-page drawings of the following dinosaurs: (1) giant plant-eaters (brachiosaurus, brontosaurus, and diplodocus); (2) giant meat-eaters (allosaurus, gorgosaurus, and tyrannosaurus); (3) plated dinosaurs (stegosaurus); (4) armored dinosaurs (ankylosaurus); (5) duckbills and parrot beaks (psittacosaurus and trachodon); (6) horned dinosaurs (monoclonius, protoceratops, and triceratops); (7) lightweights (ornithomimus, oviator, and procompsognathus); and (8) flying reptiles (rhamphorhynchus). Following an explanation for the disappearance of dinosaurs, an activity section includes riddles, poems, a crossword puzzle, math problems, and additional activities which involve comprehension, writing, and visual perception skills. All activities have a dinosaur theme. Directions for making a dinosaur diorama conclude the activity section. A nine-item bibliography of books about dinosaurs is also included in this guide. This document is part of a collection of materials from the Iowa Education Agency 7 Teacher Center project. (EM)

ED 241 340 SE 044 149

Gibson, Paul R.

Mostly Plants. Individualized Biology Activities on: I. Investigating Bread Mold; II. Transpiration; III. Botany Project; IV. Collecting/Preserving/Identifying Leaves; [and] V. Student Science Laboratory Write-Ups.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—37p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, *Biology, *Botany, Individualized Instruction, Learning Activities, Science Activities, *Science Experiments, *Science Projects, Secondary Education, Secondary School Science, *Student Projects, Student Research, Teaching Guides

Identifiers—PF Project

Individualized biology activities for secondary students are presented in this teaching guide. The guide is divided into five sections: (1) investigating bread mold; (2) investigating transpiration; (3) completing a botany project; (4) collecting, preserving, and identifying leaves; and (5) writing up science laboratory investigations. The sections on bread mold, transpiration, and leaves include teacher's guides and students' pages. The students' pages contain activities requiring reading, writing, research, experiments, and drawing. The teacher's guides include student objectives, lists of materials needed, optional activities, and answers to quizzes and questions. Suggestions and instructions for both the teacher and the students are given for the nine-week botany projects and for the science laboratory write-ups. The write-ups are required of students who wish to conduct independent investigations. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (EM)

ED 241 341 SE 044 151

Consumer Mathematics Curriculum Guide.

Louisiana State Dept. of Education, Baton Rouge.

Pub Date—81

Note—51p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, Budgeting, *Consumer Economics, *Consumer Education, Credit (Finance), Curriculum Guides, High Schools, Learning Activities, *Mathematics Curriculum, *Money Management, Purchasing, *Secondary School Mathematics, State Curriculum Guides

Identifiers—*Consumer Mathematics, Consumer Skills, PF Project

This guide for high school consumer mathematics (one in a set of curriculum guides developed by Louisiana statewide mathematics curriculum committees) contains a course outline, performance objectives, and coordinated activities designed to teach skills that students will need as citizens and consumers. Background on the development, imple-

mentation, and use of the set of guides and lists of the various curriculum committee members are followed by a list of 15 student goals for the consumer mathematics course and a pacing chart indicating the number of weeks to devote to each topic. Topics for which there are objectives and activities are: (1) personal finances; (2) transportation; (3) housing; (4) taxes; (5) insurance; (6) money-saving activities; (7) investments; and (8) budgeting. Four suggested consumer mathematics student projects are described. A 13-item bibliography, a resource list of educational kits and pamphlets, and a list of sources of further information are also included. (JW)

ED 241 342 SE 044 154

Weaver, Elbert C.

What Is a Gas? A Find-Out Book: Demonstrations, Experiments, Ideas.

American Gas Association, Arlington, VA. Educational Services.

Pub Date—72

Note—46p.

Available from—American Gas Association, 1515 Wilson Blvd., Arlington, VA 22209 (one per teacher).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Class Activities, Elementary Education, *Elementary School Science, Science Activities, *Science Experiments

Identifiers—*Air, *Gases, PF Project

Twelve desk-top experiments and demonstrations which illustrate properties of and facts about gas are presented. Each experiment includes: purpose, materials needed, instructions, and a list of facts and properties that have been observed. Several of the activities also include questions for students and items for discussion. The topics of the activities, which use materials commonly found in the home, are: (1) gases can push; (2) additional examples that gases can push; (3) air pushes upward; (4) compressed air changes temperature when it goes through a small opening into a place of lower pressure; (5) making of a mixture of solids; (6) making of a mixture of liquids; (7) fire needs air to burn; (8) candle wax vaporizes before it burns; (9) determination of the rate at which a candle burns; (10) a cooled flame causes incomplete burning; (11) relationship of carbon dioxide to burning; and (12) observation of carbon dioxide in exhaled air. Also included are a conclusion and summary of the experiments, and lists of facts about gases, materials needed for each experiment, and three other instructional resources available from the American Gas Association. (DC)

ED 241 343 SE 044 260

Jacobson, Cliff

Water, Water Everywhere, But...

Pub Date—83

Note—111p.

Available from—Hach Company, Box 389, Loveland, CO 80539.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Chemical Analysis, *Ecology, Environmental Education, Laboratory Procedures, *Science Experiments, Secondary Education, *Secondary School Science, Units of Study, *Waste Water, Water, *Water Pollution, Water Quality, *Water Treatment

Identifiers—*Acid Rain

Materials for teaching a unit on water pollution are provided in this teaching package. These materials include: (1) a student reading booklet; (2) a reference booklet listing a variety of popular chemical, biological, and physical tests which can be performed on a local waterway and providing information about the environmental effects and toxic limits of various potential pollutants; (3) a selection of simple in-class and field experiments printed on loose sheets for ease of reproduction; and (4) a teacher's guide to field testing a local water source. Although there are enough student reading materials, worksheets, and experiments to keep interest high for as long as 5 weeks, a 2 or 3 week unit is recommended. These materials, written at an approximate seventh-grade reading level, are designed especially for, but not limited to, students in grades 7 through 10. (JN)

ED 241 344 SE 044 261

Harlen, Wynne, Ed.

New Trends in Primary School Science Education.

Volume I. The Teaching of Basic Sciences.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ISBN-92-3-102034-X

Pub Date—83

Note—225p.; This volume composed of background documents provided for a Meeting of Experts, on the Incorporation of Science and Technology in the Primary School Curriculum (Paris, June 1980).

Available from—UNESCO, 7, place de Fontenay, 75700 Paris, France.

Pub Type—Reports - Descriptive (141) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, Educational Objectives, *Educational Trends, Elementary Education, *Elementary School Science, Foreign Countries, Program Content, *Science Curriculum, Science Education, *Science Instruction, Science Materials, Science Programs, *Teacher Education, Technology

Provided are edited background papers prepared for a Meeting of Experts on the Incorporation of Science and Technology in the Primary School Curriculum. Papers are organized into four major sections. Section 1 is concerned with such topics as the rationale and objectives of science and technology in primary schools, selection of appropriate content, and organization for science at various levels. Primary science instruction in Brazil and France and implications of the relationship between science and fate control are also considered. Section 2 focuses on recent trends in the nature of curriculum programs and materials, primary school science in Sri Lanka, the Indonesian Development School Project in Science, and natural science in Bulgarian schools. Section 3 considers problems of implementing science programs, assessment and recordkeeping as part of teaching primary school science, and the supply of science equipment. A description of the New Zealand Learning in Science Project is also provided. Section 4 focuses on preparing teachers for primary school science, skills of primary school science teaching, and the training of science teacher educators in Africa. Each section begins with a short editorial introduction summarizing the papers which follow. A fifth section containing major recommendations of the meeting is also provided. (JN)

ED 241 345 SE 044 262

Swadener, Marc

Personal Computers and Cross Aged Instruction.

Final Report.

Colorado Univ., Boulder. Center for Research in Science and Mathematics Education.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—20 Feb 84

Grant—NSF-SED-79-18974

Note—184p.; Some chart and appendix material may be marginally legible due to light type.

Pub Type—Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Cross Age Teaching, Educational Research, Elementary Secondary Education, Enrollment, Grade 6, *Mathematics Achievement, *Mathematics Education, *Mathematics Instruction, *Microcomputers, Secondary School Students, *Student Attitudes, *Tutoring

Identifiers—*Mathematics Education Research

This project was designed to develop a combinational strategy using microcomputers and cross-aged instruction designed to: (1) increase the achievement of low-achieving sixth-grade students; (2) increase enrollment in high school mathematics and science courses; (3) evaluate microcomputers as a unique instructional tool; and (4) develop effective applications of microcomputers. Thirty-four high school students served as tutors for 34 sixth-grade students. During an 18-week pre-tutoring period, the high school students were trained to be tutors using microcomputers. During the 18-week tutoring period, the high school students tutored the sixth-grade students. Pre- and post-treatment data were collected on the mathematics achievement and attitudes of both groups, as well as data on attendance and enrollment. The methodology used is described, and the results, conclusions and recommendations are presented. The combinational strategy had no noticeable effect on the achievement of the sixth-grade students. Their attitudes toward mathematics, computers, and science and technology were positive, but not influenced by the tutor-

ing; the high school students' attitudes toward computers became significantly more positive. Appendices include the instruments used in the project. (MNS)

ED 241 346 SE 044 264

A Report to Congress on the Evaluation of Health Manpower Shortage Area Criteria.
Health Resources Administration (DHHS/PHS), Hyattsville, Md. Bureau of Health Professions.
Report No.—ODAM-2-84
Pub Date—Sep 83

Note—194p.; Portions of appendices may be marginally legible due to small or light print.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Evaluation Criteria, *Federal Legislation, Federal Programs, *Health Needs, *Health Personnel, Health Services, *Labor Force, *Labor Needs, Program Evaluation
Identifiers—*Health Manpower Shortage Areas, Public Health Service Act

This report evaluates current health manpower shortage area (HMSA) designation criteria against defined standards and program objectives, assesses possible alternatives and improvements to those criteria, and examines possible approaches to, and feasibility of, measuring demand and predicting the likelihood that unmet demand in an area will be met within 2 years. HMSAs are defined by federal legislation to include urban and rural geographic areas, population groups, and facilities with shortages of health manpower. The report is organized into three major parts. Part 1 provides essential background information on HMSA criteria and designation process. Part 2 presents results of the detailed technical analysis undertaken. Part 3 presents major conclusions and provides a series of recommendations, both for specific improvements in the HMSA criteria and for further research. The most important conclusion emerging from the findings is that the HMSA criteria performed best of the various alternatives in terms of measuring the basic shortage concept they were designed to measure—the density of physicians in an area. (Provided in appendices are detailed tables and other exhibits relevant to analyses presented in the body of the report.) (BC)

ED 241 347 SE 044 266

Hill, Shirley, Ed.
Education in the 80's: Mathematics.
National Education Association, Washington, D.C.
Report No.—ISBN-0-8106-3155-5
Pub Date—Mar 82
Note—121p.

Available from—NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (\$9.95 paperback, stock no. 3155-5-00; \$15.95 cloth, stock no. 3156-3-00).

Pub Type—Books (010) — Opinion Papers (120)

— Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Calculators, Computation, *Educational Change, Elementary Secondary Education, Estimation (Mathematics), *Mathematics Achievement, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Measurement, Microcomputers, Problem Solving, Sex Differences, Statistics

Issues in school mathematics programs are considered in this book. In the first section, mathematics education at the start of the decade is examined through two articles: a discussion of the status of mathematics programs and of prospects for the 80s, and an interpretation of the results of the second national mathematics assessment of the National Assessment of Educational Progress (NAEP). The next five articles discuss the basics: the role of computation in the curriculum, the basic nature of measurement, the increasing importance of estimation, experiences with finding and using data, and the scope of problem solving in the curriculum. Section 3, on the tools of technology, contains suggestions for using calculators and a discussion of the increasing importance of computers in school mathematics. In section 4, mathematics as a critical filter is considered in two final articles: one on women and mathematics and one on the case for a new high school mathematics curriculum. (MNS)

ED 241 348 SE 044 273

McBee, Maridith
Dolciani vs. Saxon: A Comparison of Two Algebra I Textbooks With High School Students.

Oklahoma City Public Schools, OK. Dept. of Planning, Research, and Evaluation.

Pub Date—[84]

Note—36p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Algebra, Drills (Practice), Educational Research, *Homework, *Mathematics Instruction, Problem Solving, Secondary Education, *Secondary School Mathematics, *Teaching Methods, *Textbook Research, Textbooks
Identifiers—*Mathematics Education Research

This study examined achievement differences between algebra students taught with the non-traditional textbook developed by Saxon and those taught with a "traditional" textbook by Dolciani. Student absences, rate of turning in homework, and ability level were considered, as well as teachers' comments. One Algebra I section in each of seven schools used the Saxon text, while a second section in each school used the Dolciani text, with the same teacher teaching both sections. In an eighth school, the texts were used with two sections of Elementary Algebra students. (However, data from these two classes and from one of the seven Algebra I teachers were not used in the analysis.) An analysis-of-covariance design accounted for students' initial achievement level differences prior to entering Algebra I. The Spring, 1981, California Achievement Test total math score was used as a covariate. The locally-constructed Algebra I Comprehensive Exam assessed course achievement. The mean score of the 98 students using the Saxon text was significantly higher than the mean score of the 67 students using the Dolciani text. The Saxon classes had slightly more absences and turned in homework slightly less frequently than the Dolciani classes. Most teachers preferred the Saxon text. An addendum discusses inter-test correlation and data from the California Achievement Test. (MNS)

ED 241 349 SE 044 282

Suydam, Marilyn N.

Research on Mathematics Education Reported in 1983.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Council of Teachers of Mathematics, Inc., Reston, Va.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 84

Contract—400-78-0004

Note—95p.

Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, VA 22091 (Contact publisher for price).

Journal Cit—Journal for Research in Mathematics Education; v15 n4 Jul 1984.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, *Doctoral Dissertations, Elementary Secondary Education, Higher Education, Mathematics Achievement, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Periodicals
Identifiers—*Mathematics Education Research

This is the fourteenth annual listing of research on mathematics education prepared for the Journal for Research in Mathematics Education. References are organized alphabetically by author within three categories: research summaries, articles, and dissertations. Included are 37 summaries, 247 articles, and 300 dissertations. Studies focused on mathematics education are annotated, whereas studies in which mathematics education was not the primary focus are usually not annotated. Annotations generally indicate one principal finding of a study, although most studies have additional findings. Journals searched and the number of articles located in each are listed. Also provided is an index to aid in locating references to designated mathematical topics: achievement, algebra, arithmetic operations, attitudes and anxiety, calculators and computers, cognitive style, diagnosis and remediation, ethnic and social variables, geometry and measurement, learning, learning disabilities, materials, number and numeration, organizing for instruction, problem solving, sequencing, sex differences, and test analysis. Grade or age level is noted for each entry. (MNS)

ED 241 350 SE 044 283

Olstad, Roger G. Haury, David L.

A Summary of Research in Science Education - 1982.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 83

Contract—400-78-0004

Note—161p.

Available from—John Wiley & Sons, Inc., 605 Third Ave., New York, NY 10016 (Contact publisher for price).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Cognitive Development, Elementary Secondary Education, Higher Education, Instructional Materials, Research Methodology, *Science Curriculum, *Science Education, *Science Instruction, Science Programs, *Student Characteristics, *Teacher Characteristics, *Teacher Education, Teaching Methods

Identifiers—*Science Education Research

The review of science education research for 1982 includes analyses of 455 studies reported in dissertation abstracts, journal articles, research papers, and papers presented at conferences. The organization of the review is topical. Topic areas include: (1) student characteristics and behavior (cognitive development, conceptual understanding, problem-solving behavior, attitudes, personal attributes, targeted audiences); (2) teacher characteristics and behavior (knowledge, beliefs, and attitudes, self-perceptions, classroom and professional behavior); (3) instructional strategies and environment (instructional systems, problem-solving instruction, experiential learning, laboratory experiences, demonstrations, organizational aids to learning, emphasis on language arts during science instruction, teaching style and techniques, classroom social environment); (4) instructional materials and technology (microcomputers, textbooks, visual media); (5) curricula and programs in elementary, middle, and high school science, postsecondary education, and marine education; (6) preservice and inservice teacher education; (7) research and evaluation practices (quantitative and qualitative methodology, testing, instrumentation, and theoretical considerations); and (8) science education policy and practice. This final section reviews program status; course content; goals, guidelines, and practices; and needs and priorities for research. (JN)

ED 241 351 SE 044 288

Wilson, Carol Krasnow, Gary

hm Science Study Skills Program: People, Energy, and Appropriate Technology. Teacher's Guide.

National Association of Secondary School Principals, Reston, Va.; National Science Teachers Association, Washington, D.C.

Report No.—ISBN-0-88210-151-X

Pub Date—83

Note—181p.; Developed by the Study Skills Group. Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (Item # 3608403, \$7.50).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Energy, Greenhouses, Life Cycle Costing, Listening Skills, Notetaking, *Science Activities, Science Education, *Science Instruction, Secondary Education, *Secondary School Science, *Skill Development, Solar Energy, *Study Skills, Teaching Methods, Test Wiseness
Identifiers—Alternative Energy Sources, *Appropriate Technology

This program includes 14 activity-oriented units which integrate instruction in science study skills with hands-on learning about energy and appropriate technology. The program is suitable for use in a wide range of science curricula in grades 7 to 10. Units focus on such topics as the meaning of the word "appropriate," what makes technology appropriate, non-renewable and renewable energy, technology and the environment, using energy efficiently, life cycle costing, the solar greenhouse, storing energy, conserving energy, and solar and

wind collectors. The final unit is a class project which permits students to use many of the skills they have learned. These skills include listening, building science vocabulary, reading for meaning, taking effective notes, making judgments, interpreting charts and graphs, problem solving, test taking, using scientific measuring tools, applying laws, working with the metric system, working in scientific notation, and developing and testing hypotheses. This teacher's guide (which includes facsimiles of all pages in the student text) includes instructional strategies and practical suggestions for both the experienced and inexperienced teacher. (JN)

ED 241 352 SE 044 289

Wilson, Carol Krasnow, Gary

hm Science Study Skills Program: People, Energy, and Appropriate Technology. Student Text.

National Association of Secondary School Principals, Reston, Va.; National Science Teachers Association, Washington, D.C.

Report No.—ISBN-0-88210-150-1

Pub Date—83

Note—129p.; Developed by the Study Skills Group. Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (Item #3608402, \$4.25).

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Energy, *Greenhouses, Life Cycle Costing, Listening Skills, Notetaking, *Science Activities, Science Education, Secondary Education, *Secondary School Science, *Skill Development, Solar Energy, *Study Skills, Test Wisdom Identifiers—Alternative Energy Sources, *Appropriate Technology

This program includes 14 activity-oriented units which integrate instruction in science study skills with hands-on learning about energy and appropriate technology. The program is suitable for use in a wide range of science curricula in grades 7 to 10. Unit topics and the corresponding skills fostered (in parentheses) in part one focus on: the meaning of the word "appropriate" (listening as a science skill); what makes a technology appropriate (building science vocabulary); non-renewable energy (reading for meaning); renewable energy (taking effective notes); technology and the environment (making judgments); using energy efficiently (working with graphs); life cycle costing (problem solving); and review of appropriate technology (test taking). Part two focuses on the solar greenhouse as an appropriate technology. Unit topics and skills in this part include: trapping the sun's energy (using scientific measuring tools); energy behavior in a solar greenhouse (applying scientific laws); storing energy (working with the metric system); and conserving energy (working with scientific notation). Part three consists of two units. The first deals with applications of appropriate technology by considering solar and wind collectors (developing and testing hypotheses). The second is a class project which permits students to use many of the skills they have learned. (JN)

ED 241 353 SE 044 290

Tobin, Catherine D.

hm Math Study Skills Program. Teacher's Guide.

National Association of Secondary School Principals, Reston, Va.; National Science Teachers Association, Washington, D.C.

Report No.—ISBN-0-88210-124-2

Pub Date—80

Note—66p.; Developed by the Study Skills Group. Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (Item #3308103, \$3.50).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Estimation (Mathematics), Junior High Schools, Listening Skills, Mathematics Education, *Mathematics Instruction, *Mathematics Skills, Problem Solving, *Secondary School Mathematics, *Skill Development, *Study Skills, Teaching Methods, *Test Wisdom, Units of Study

This program, which provides an introduction to study skills in mathematics for pre-algebra students through a series of 10 activity-oriented units, is structured on the assumption that activity-oriented lessons are the most effective way to teach study skills. By completing activities in the units, students learn about study skills needed for mathematics and practice those skills in a mathematics environment.

The program addresses a wide range of student needs, providing an introduction to specific skills for students who have little sense of a particular study skill, providing a learning experience of initial mastery for students who are ready to acquire a skill, and offering review and reinforcement for students who have mastered a given skill. Topic areas of the units include: listening as a mathematical skill, problem solving, understanding the language of mathematics, learning from homework, using formulas, estimation, preparing for a test, and taking a mathematics test. This guide contains strategies for teaching these units, suggestions for further instruction in each study skill area, and an overview of study skills. It is strongly recommended that the units be taught within the context of an ongoing mathematics course rather than in separate settings. (JN)

ED 241 354 SE 044 291

Tobin, Catherine D.

hm Math Study Skills Program. Student Text.

National Association of Secondary School Principals, Reston, Va.; National Science Teachers Association, Washington, D.C.

Report No.—ISBN-0-88210-123-4

Pub Date—80

Note—101p.; Developed by the Study Skills Group. Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (Item #3308102, \$4.25).

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Estimation (Mathematics), Junior High Schools, Listening Skills, Mathematics Education, *Mathematics Skills, Problem Solving, *Secondary School Mathematics, *Skill Development, *Study Skills, *Test Wisdom, Units of Study

Presented are 10 activity-oriented units designed to provide an introduction to study skills in mathematics for pre-algebra students. Topic areas of the units include: listening as a study skill; problem solving; understanding the language of mathematics; learning from homework; using formulas; estimation; preparing for a test; and taking a mathematics test. By completing activities in the units, students learn about study skills needed for mathematics and practice those skills in a mathematics environment. Unit activities address a wide range of student needs, providing an introduction to specific skills for students who have little sense of a particular study skill, providing a learning experience of initial mastery for students who are ready to acquire a skill, and offering review and reinforcement for students who have mastered a given skill. Although the units are designed for pre-algebra students and have been found to be applicable in grades 7 to 9, they may be of value to students at other grade levels. In addition, it is strongly recommended that the units be taught within the context of an ongoing mathematics course rather than in separate settings. (JN)

SO

ED 241 355 SO 014 861

Greicar, Stanley

Our State: The Exporter.

North Dakota Council for the Social Studies, Grafton.

Pub Date—[83]

Note—5p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Exports, Global Approach, Guidelines, High Schools, Learning Activities, *Maps, *Productivity, *Social Studies, Student Projects, Units of Study

Identifiers—PF Project

This brief unit of study, which involves constructing large maps, is designed to study the role of North Dakota as a producer and exporter of goods. The following topics are included: (1) the unit objectives with nine questions for the students on consumers, products, and the development of export markets; (2) six steps outlining the procedures for this 2- or 3-week project; (3) a list of the materials needed to complete the project; (4) 10 debriefing questions for presentation at the end of the exercise, related to the global perspective of producing and exporting goods and the possible impact on North Dakota; and (5) the suggestion that this study of

exporting may be adapted to a unit of study on importing. A 31-item list of contact sources for obtaining information and data on North Dakota exports is provided. (JW)

ED 241 356 SO 014 862

Misalek, Matthew

Developing Map Skills: North Dakota Road Maps

[and] North Dakota Ethnic Trip.

North Dakota Council for the Social Studies, Grafton.

Pub Date—Jul 82

Note—8p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ethnic Groups, Junior High Schools, Learning Activities, *Maps, *Map Skills, Units of Study, Worksheets

Identifiers—Following Directions, *North Dakota, PF Project

This unit, based on the 1982 North Dakota Official Highway Map, is designed to familiarize junior high school students with the information provided by road maps and to help them develop essential map skills. Topics covered in the unit include using mileage logs, map legends, and map coordinates; understanding travel information; and identifying traffic rules, recreation facilities, city populations, and points of interest. Materials provided are: teaching instructions; three student worksheets ("Getting Acquainted with Your Map," "Map Legends," and "Getting Coordinated"); and a quiz on map coordinates. Also included is an exercise in following directions in which students locate on a North Dakota map areas that have been settled by different ethnic groups. (DC)

ED 241 357 SO 014 871

A Teacher's Activities Guide for Chinese New Year

- Gung Hei Fat Choy.

Sonoma County Superintendent of Schools, Santa Rosa, Calif.

Pub Date—[77]

Note—35p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Chinese Americans, *Chinese Culture, *Cultural Activities, *Cultural Awareness, Elementary Education, Learning Activities, Resource Materials, Teaching Guides

Identifiers—*New Year (Holiday), PF Project
This teacher's guide is designed to provide information and activities on the Chinese New Year and on aspects of the culture and heritage of the Chinese-American. Background material is given on the history of Chinese immigration to America, the lunar calendar, the Chinese cycle of years, the Chinese zodiac, the philosophical concept of yin and yang, and Chinese New Year festival customs. Examples of calligraphy with English translations are given as well as writing samples comparing English and Chinese writing styles. Equipment needed for a lion or dragon dance is described along with directions for three methods of making the dragons. Two brief science units provide activities related to the discovery of silk and the invention of paper. Instructions for making "flowers of prosperity" and recipes for "gow chung go" (nine-layer pudding) and "jien duy" are also given. In addition to activities for fostering awareness and understanding of Chinese-American perceptions and feelings, a role playing activity to demonstrate the problems of the second-generation Chinese-American is described. This guide also contains a list of children's books on China in the categories of history and geography, fiction and nonfiction, and folktales; a list of San Francisco Bay Area (California) resources on the Chinese; and information about 14 field trips and tours in the San Francisco Bay Area. (EM)

ED 241 358 SO 014 938

Smith, Neil

Isaiah Bowman and New Deal Science Policy.

Pub Date—Apr 83

Note—10p.; Paper presented at the Annual Meeting of the Association of American Geographers (Denver, CO, April 24-27, 1983).

Pub Type—Speeches/Meeting Papers (150) — Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Futures (of Society), Geography, Objectives, Policy Formation, Political Influences, Political Issues, Political Power, *Public Policy, *Sciences, Scientific Research, *Social Problems, Social Sciences

Identifiers—*Bowman (Isaiah), New Deal, *Sci-

ence Advisory Board

An account of the career of Isaiah Bowman, a leading figure in American science, is discussed in the context of the historical uses of geography and the contemporary perspective of that discipline. The first of three sections briefly addresses the current crisis in the field of geography: a narrowness of disciplinary perspective. Such a view would have appalled Bowman, who, while a notable geographer, was also a leader in the formulation of national and international science policy, American foreign policy, and postwar reconstruction policy. Section 2 outlines Bowman's view of science. This view encompassed two contradictory perspectives—that of science as an institution independent of the rest of society and that of science as an important tool for solving social problems. Bowman sought to resolve this contradiction through the role he played in the establishment of the Science Advisory Board, discussed in section 3. This board, established in 1933 under Bowman's advice, coordinated all government research, initiated new research, and provided expert advice to government departments. Victim of a 2-year dispute over control between the President and the National Academy, the Advisory Board was dismantled in 1935. However, when the struggle arose again after World War II, Bowman resurfaced in his dual role as social idealist and political pragmatist. (LP)

ED 241 359 SO 015 088

Southern Black Culture: The African Heritage and the American Experience. Syllabi for Undergraduate Courses in the Humanities.

Spelman Coll., Atlanta, Ga.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, DC. Div. of Education Programs.

Pub Date—83

Note—284p.; For a related document, see SO 015 089. Syllabi prepared by participants at the Humanities Institute at Spelman College (Atlanta, GA, June 22-July 29, 1981).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC12 Plus Postage.

Descriptors—*African Culture, African Literature, Art Appreciation, *Black Culture, Black History, Black Literature, *Black Studies, College Curriculum, Course Descriptions, Curriculum Guides, Educational Objectives, Higher Education, *Humanities Instruction, Lesson Plans, Music Appreciation, Psychology, Religious Factors, Spanish, Womens Studies

Identifiers—United States (South)

The document presents 17 syllabi for undergraduate humanities courses treating black culture. This first volume of syllabi was prepared by participants in a 1981 Humanities Institute at Spelman College as part of a National Endowment for the Humanities (NEH) grant. The document is divided into two parts. Part one, the bulk of the document, is comprised of 17 syllabi designed to cover the history of Afro-Americans from their roots in Africa to the American South at the beginning of the 20th century. Courses cover such topics as American literature, art and music appreciation, black psychology, elementary Spanish, African literature, Afro-American literature, Southern black culture, women in literature, and the religious dimension in literature. Each course is presented in various forms, including course objectives, resources, activities, bibliographies, and evaluation. Part two contains reviews and syntheses of discussions designed to provide formal opportunities to identify unifying strains in each week's lectures and to explore ways of presenting information to the students. (CK)

ED 241 360 SO 015 089

Southern Black Culture: The African Heritage and the American Experience. Syllabi for Undergraduate Courses in the Humanities.

Spelman Coll., Atlanta, Ga.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, DC. Div. of Education Programs.

Pub Date—83

Note—329p.; For a related document, see SO 015 088. Syllabi prepared by participants in the Humanities Institute at Spelman College (Atlanta, GA, June 21-July 23, 1982).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC14 Plus Postage.

Descriptors—*African Culture, Anthropology, Art Appreciation, Black Colleges, *Black Culture, Black History, Black Literature, *Black Studies, College Curriculum, Course Descriptions, Curricu-

ulum Development, Curriculum Guides, Drama, Educational Objectives, Ethnic Studies, Higher Education, *Humanities Instruction, Lesson Plans, Music Appreciation, Poetry, Politics, Self Concept, Twentieth Century Literature

Identifiers—United States (South)

The document presents 23 syllabi for undergraduate humanities courses treating black culture in the 20th century. This second volume of syllabi was prepared by participants in a 1982 Humanities Institute at Spelman College as part of a National Endowment for the Humanities (NEH) grant. The document contains 23 syllabi designed to cover the history of the Afro-American in the 20th century. Courses cover such topics as anthropology; black literature; black studies; black literature of the South; Afro-American writers of the South; ethnic studies; Afro-American studies; Southern black culture; the role of Southern black colleges; the black in American history; black American poetry and drama; art, music, and literature; the history and appreciation of music; black heritage; black politics; and ethno-cultural influences in the development of self-concept. Reviews and syntheses are presented of discussions designed to provide formal opportunities to identify unifying strains in each week's lectures and to explore ways of presenting information to the students. (CK)

ED 241 361 SO 015 090

Klausner, Samuel Z. Whitehead and Social Science: The Use of Social Science Knowledge.

Pub Date—Aug 83

Note—65p.; Paper presented at the Annual Meeting of the American Sociological Association (Detroit, MI, August 31-September 4, 1983). Paper appears in rough draft.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Anthropology, Methods, Methods Research, *Policy Formation, Psychology, Social Action, *Social Experience, *Social Problems, *Social Science Research, Social Sciences, Social Scientists

Identifiers—Whitehead (Alfred North)

This paper attempts to reformulate some assumptions of contemporary social science so that its knowledge becomes directly applicable in social action. A schema is presented for the interpretation of social experience in which sociological, anthropological, and psychological knowledge and knowledge of the physical and biological world enter into a concrete, aesthetically patterned, social totality incorporating the moral ordering and emotional commitment necessary for action. The philosophy of Alfred North Whitehead is used to present the dilemma of seeking the concrete from the abstract, that is, of interpreting social knowledge and social action. Tactics developed by social scientists for meeting this difficulty are sketched and the question of why the transformation of thought into practice necessitates a philosophical revolution is considered. In the course of answering that question, a more detailed statement of the basic terms of Whitehead's conception of events is provided. Finally, a discussion of changes required by social science methodology is presented. Discussion closes with a consideration of the aesthetic principles in the order of nature and society. (Author/LP)

ED 241 362 SO 015 112

Naylor, David T. Meeting the Calls for Excellence: Implications for Law-Related Education.

Pub Date—4 Nov 83

Note—23p.; Paper presented at the American Bar Association/Jaworski Symposium on Public Education about the Law (Houston, TX, November 4, 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Citizenship Education, Community Involvement, Competency Based Education, Educational Assessment, Educational Change, *Educational Improvement, *Educational Quality, *Educational Research, Elementary Secondary Education, *Legal Education, National Norms, Politics of Education, Teacher Effectiveness

The current concern with educational excellence and reform prompted by six recent national reports has significant implications for law-related education (LRE). These reports are A Nation At Risk: The Imperative for Educational Reform, Action for

Excellence, Making the Grade: Report of the Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy, Educating Americans for the 21st Century, Academic Preparation for College: What Students Need to Know and Be Able to Do, and High School: A Report on Secondary Education in America. The six reports have several major recommendations in common that include the need to: clarify educational goals, strengthen school curricula, raise expectations for student performance, increase the time spent on academic subjects, improve teaching quality, and marshal the resources necessary to improve the schools. Law-related educators must respond to these recommendations by emphasizing the critical role of citizenship education, clarifying how LRE fits into the core curriculum, advocating the inclusion of LRE in competency testing, supporting incentives for professional training for teachers, and encouraging greater community involvement in education. (LP)

ED 241 363 SO 015 122

Davis, Myra Gaylene

Busy as a Bee in an Economic Community: A Year Long Study for First Graders in Economics.

Pub Date—80

Note—78p.; Paper prepared at North Elementary School, Jonesboro, AR, for the International Paper Company Foundation's 19th Annual National Awards Program for the Teaching of Economics (1980-81). For related documents, see ED 238 745-747, ED 238 749-762, and ED 239 934-937. Photographs and examples of student work may not reproduce clearly.

Available from—National Depository for Economic Education Awards, Milner 184, Illinois State University, Normal, IL 61761 (free).

Pub Type—Reports—Descriptive (141) — Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Awards, Community Services, *Community Study, Course Descriptions, *Economics Education, Grade 1, Income, Learning Activities, Natural Resources, Occupations, Primary Education, Teacher Developed Materials

Identifiers—Barter, *Economic Awareness, Economic Growth, Economic Influences

This year-long economics project helped first graders from a low-income area recognize and see themselves as participants in an economic world. Students studied their community to learn about the different types of work people do, goods and services, problems of scarcity, the necessity for rules and goals, the use of natural resources, the dependence of growth on economic needs and wants, the community marketplace, methods of exchange, income, and government services. Students participated in many different kinds of activities. A few examples follow. Students toured the school to see what goods and services were produced by school workers. Parents visited the classroom and told the children about their work. To learn how communities are made up of many types of people who work, produce, distribute, and consume goods, the students studied bees. They read books and poems about bees, role played a bee community, and took a field trip to a bee keeper. Students bartered in Santa's Swap Shop, formed an assembly line to produce stone soup, and earned and lost play money for good or bad behavior in class. Pre- and posttests revealed a gain in the children's economic knowledge. (RM)

ED 241 364 SO 015 156

van Dijk, Teun A.

Processes of Prejudice and the Roots of Racism: A Socio-Cognitive Approach. Prepublication/Working Paper No. 3.

Amsterdam Univ. (Netherlands).

Pub Date—Sep 83

Note—81p.; For related documents, see ED 229 296 and ED 231 689. This series of working papers was prepared for the Prejudice in Conversations about Ethnic Minorities in the Netherlands project, University of Amsterdam, 1981-1983. Sponsored by the Netherlands Organization for the Advancement of Pure Research (ZWO).

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—*Cognitive Processes, Discourse Analysis, *Ethnic Bias, Ethnic Discrimination, Ethnic Relations, Ethnic Stereotypes, Foreign Countries, Information Processing, Interaction Process Analysis, Intergroup Relations, Interviews, *Minority Groups, Models, Racial Atti-

tudes. *Racial Bias, Social Behavior, Socialization, Social Psychology, *Social Theories, Sociology
 Identifiers—Cognitive Psychology, *Netherlands (Amsterdam)

A cognitive theory about the representation and processing of ethnic attitudes is presented, and strategies people use to express ethnic attitudes in conversations are discussed. Recent developments in cognitive and social psychology and in microsociology have shown that ethnic prejudices or attitudes are both cognitive and social results of social information processing in intergroup relations. Ethnic prejudice, formulated in terms of attitude schemata about minority groups, can be categorically organized in terms of their major social functions: dominance, differentiation, distance, depersonalization, diffusion, diversion, and the various forms of daily discrimination. Ethnic groups are represented according to prototypical characteristics, e.g., origin, appearance, socio-economic position. There are many strategies which can be used to manipulate these cognitions, including irrelevant participant categorization, use of negative prototypical properties of minorities, favoritism in ambiguous situations of ingroup members, and negative information spreading. How everyday talk exemplifies many of these cognitive and social strategies of prejudice is shown. (RM)

ED 241 365 SO 015 161

Angelo, Richard

Ironies of the Romance and the Romance with Irony: Some Notes on Stylization in the History of American Education Since 1900.

Pub Date—83

Note—24p.; Paper presented at the Joint Meeting of the Canadian History of Education Association and the United States History of Education Society (Vancouver, British Columbia, Canada, October 14-16, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational History, Elementary Secondary Education, *Historiography, *Irony, Literary Styles, Progressive Education, *Romanticism

Identifiers—*Cremine (Lawrence A)

The narrative conventions of romance which flourish in Lawrence Cremin's "Transformation of the School" show that stylization does occur in historical writings. People often talk about stylization in visual forms; but stylization in the verbal arts is relatively undefined. To structure his recounting of the progressive story, Cremin drew on the genre of romance. Aspects of the genre upon which the coherence of his book depend include: (1) the motif of amnesia; (2) the polarized moral universe in which the dramatic action takes place, along with the characteristically abrupt nature of the narrative movement within it; (3) the adventure quest at the center of the action; and (4) its ideal of heroism. The irony of the situation is that, for the last 20 years, we have all been quoting Walt Whitman with a moralizing flourish: "There is no more need for romance," we say with the poet from Camden, "Let facts and history be properly told." Meanwhile, the narrative conventions of romance flourished unrecognized in "The Transformation of the School," a book widely hailed as the premier example of the explanatory dividends which a revived, academically respectable history of education had to offer. (RM)

ED 241 366 SO 015 204

Cloyd, Frances L. Faber, Charles F.

An Examination of the Constitutionality of Mandating Balanced Treatment of Evolution and Creationism in Public Schools.

Pub Date—[83]

Note—18p.

Pub Type—Opinion Papers (120) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Court Litigation, *Creationism, *Educational Legislation, Elementary Secondary Education, *Evolution, Freedom of Speech, *Public Schools, Religion, Religious Factors, Scientific Principles, State Church Separation, State Courts

Identifiers—*First Amendment, Secular Humanism Legislation, rulings, and arguments for and against public schools giving creationism equal time or consideration with evolution are discussed. In the 1920's fundamentalists began to promote statutes prohibiting the teaching of evolution in public schools. Since that time the creationists have sought

to supplant evolution with creationism on the grounds that the teaching of evolution inhibits the free speech and religious practices of the believers of creationism. They have demanded that the study of evolution be reduced or eliminated because it is a religious theory and, in particular, a vital aspect of secular humanism, and, thereby, violates the first amendment. Nothing could be further from the truth. In fact, laws mandating the teaching of creationism violate constitutional rights. It is imperative for the sake of religious freedom in this country that the separation between church and state be maintained. As Supreme Court Justice William O. Douglas noted (*Zorach v. Clausen*, 343 U.S. 306, 314 1951), there are cases where the preferences of an individual or a majority cannot prevail. (RM)

ED 241 367 SO 015 206

Grow, Grow, Grow: Learn about Other Cultures.

California Demonstration Program. Revised.

Bakersfield City School District, Calif.

Pub Date—[84]

Note—43p.; Prepared by the Demonstration Reading Program, Compton Junior High School. The addendum on page 41 of the original document is missing and has not been reproduced here.

Pub Type—Guides - Classroom - Learner (051) — Reference Materials (130)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Biographical Inventories, Black Culture, *Black History, *Blacks, *Cultural Awareness, Ethnic Groups, Hispanic American Culture, Junior High Schools, *Mexican American History, *Mexican Americans, Multicultural Education, Pretests Posttests, Resource Materials, *Time Perspective

Identifiers—California Demonstration Program in Reading, *Chronology, PF Project

This booklet is designed to provide historical and cultural information about Blacks and Mexican-Americans and to give some perspective on other minorities in the United States. The following topics are included: (1) a historical timeline of key events for ethnic groups in American history; (2) a historical perspective on Black Americans; (3) biographical sketches of famous Blacks; (4) a historical perspective on Mexican-Americans; (5) biographical sketches of famous people in Mexican history; (6) tests/awareness surveys to be given on a pretest/posttest basis; (7) two word puzzles; and (8) answer keys for the tests/awareness surveys. (JW)

ED 241 368 SO 015 223

The Big R = Responsibility. [Teaching Moral and Ethical Responsibility].

Santa Clara Unified School District, Calif.

Pub Date—83

Note—221p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Child Responsibility, Course Content, Curriculum Development, *Ethical Instruction, Grade 6, Instructional Materials, Intermediate Grades, Learning Activities, Lesson Plans, Moral Values, Student Responsibility, Teacher Developed Materials, *Values Education

Identifiers—PF Project
 Successfully implemented in 15 elementary schools, the program provides a curriculum structure, rationale, learning activities, and visual aids for teaching sixth graders about responsibility. Following an introduction, the unit presents over 20 teacher-developed lessons, black line masters, parent letters, program evaluation information, songs, a listing of appropriate films, and a bibliography. Topics include improving organizational skills, setting goals, achieving goals, appreciating differences, making responsible choices, solving problems, being courageous, being honest, and understanding body language. Each lesson is accompanied by parent letters that explain the purpose of the lesson and suggest two or three examples of what parents can do to help their child learn responsibility. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (LH)

ED 241 369 SO 015 225

Johnson, Diane

A Map Literacy Project.

Pub Date—Dec 83

Note—3p.

Journal Cit—Journal of Geography; v82 n6 p279 Dec 1983

Pub Type—Journal Articles (080) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Basic Skills, Current Events, *Geography Instruction, Interdisciplinary Approach, Intermediate Grades, Junior High Schools, Learning Activities, *Map Skills, Middle Schools, Program Descriptions, Secondary Education, Social Studies, *Writing Skills

Identifiers—PF Project

A "maps in the news" unit can be used to help middle and junior high school students in many subject areas recognize basic map components and identify and analyze thematic maps while building writing skills. Prior to beginning the unit, the teacher introduces students to thematic maps, the parts of a map, and writing organization (topic sentences, paragraph formation, concluding sentence). The map unit consists of three steps. First, students collect 12-15 thematic maps from recent journals and periodicals and mount these in a looseleaf notebook. Students then record key information about the maps. As a final step, students write a paragraph analysis of their maps' strengths and weaknesses. Skill objectives achieved through this unit include basic skills, independent work, and abstract thinking. (LP)

ED 241 370 SO 015 232

Kressler, Joe, Comp.

Social Studies: Local History.

Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.

Pub Date—83

Note—64p.; Maps may not reproduce well. Summer curriculum project.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Community Characteristics, *Community Study, Elementary Secondary Education, Grade 4, *Local History, Map Skills, Oral History, Social History, *Social Studies

Identifiers—Family History, New York (Cincinnati), New York (Cortland), New York (Cortland County), New York (Homer), New York (McGraw), PF Project

Elementary and secondary school teachers interested in developing a local history unit can adapt this fourth grade program created for three school districts in Cortland County, New York. Material is divided into 13 chapters. Chapter 1 charts the New York fourth grade curriculum by concept and content and outlines specific community study activities integrated into the curriculum. Chapters 2 through 9 contain individual maps and histories of each of the four locales studied in the unit: Cortland County, Cincinnati, Homer, and McGraw. Chapters 10-13 consist of indexes of local history topics, resource persons, historians, and sites for these four areas. An appendix contains Cortland County Historical Society resources, materials prices, and educational services. (LP)

ED 241 371 SO 015 238

Favero, Jane And Others

Learning About Social Behavior. Implementation Guide.

Glendora Unified School District, CA.

Spons Agency—California State Dept. of Education, Sacramento.

Pub Date—82

Contract—3281/5539

Note—583p.; For supplement dealing with learning disability students, see SO 015 239.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Affective Behavior, Assertiveness, *Behavior Change, Behavior Modification, Check Lists, Elementary Secondary Education, Evaluation Methods, Goal Orientation, Instructional Materials, Interpersonal Relationship, Learning Activities, Learning Disabilities, Problem Solving, *Social Behavior, *Social Development, Special Education

Identifiers—PF Project, Structure of Intellect

Model of Intelligent students in regular and special education classes, the guide provides an instructional approach (as opposed to a counseling approach) to teaching social and behavioral skills. This approach, based on the premise that behavioral

skills can be developed through instruction, drills, and applied practice, employs concepts from the behavioral dimension of the Structure of Intellect Model of Intelligence, from assertiveness training, and from the work of Paul Ekman and Wallace Friesen on six basic emotions. The project is built around six instructional units (separate units provided for elementary and secondary levels): (1) basic feelings; (2) understanding interpersonal relationships; (3) problem solving; (4) complex social situations; (5) setting and attaining goals; (6) implications of various actions. Teachers assign project activities, which include group discussion, role playing, modeling, and worksheets. Evaluation instruments, instructions for their use, and a discussion of their development and reliability are included in the document. An assertiveness checklist, behavioral checklist, problem solving checklist, Cognition of Behavioral Units (CBU) Test, and an Evaluation of Behavioral Implications (EBI) are included. Teacher inservice and parent meeting outlines conclude the document. (LH)

ED 241 372 SO 015 239

Learning About Social Behavior. Individualized Instruction Supplement for Learning Disability Students.

Glendora Unified School District, CA.
Spons Agency—California State Dept. of Education, Sacramento.

Pub Date—82
Contract—3281/5539

Note—505p; For Implementation Guide, see SO 015 238.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—Affective Behavior, Behavior Change, *Behavior Modification, Counseling, Educational Needs, Elementary Secondary Education, Evaluation Methods, Individualized Instruction, Instructional Materials, Learning Activities, *Learning Disabilities, Problem Solving, *Social Behavior, *Social Development, Special Education, Tests

Identifiers—PF Project

Arranged in two sections, this guide provides materials for adapting the "Learning About Social Behavior" program for learning disabled elementary school students. Section 1 contains the following specialized test instruments: the School Observation Scale, Cognition of Behavioral Relations, Cognition of Behavioral Systems, Cognition of Behavioral Implications, and Evaluation of Behavioral Systems. Each test is accompanied by teacher instructions and answer keys. The second section contains worksheets for use following the administration of each of the tests outlined above. Intended as a vehicle for class discussion, each worksheet presents a picture of a particular type of social behavior. (LP)

ED 241 373 SO 015 248

Betterment, Maribelle
Iowa History Past and Present.

Area Education Agency 7, Cedar Falls, IA.
Pub Date—80

Note—296p.
Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Evaluation Methods, Geography, Grade 5, Instructional Materials, Intermediate Grades, Learning Activities, Lesson Plans, Local History, *Map Skills, *State History, Teacher Developed Materials, Units of Study

Identifiers—Iowa, PF Project

Designed for use with intermediate students, this unit presents eight 45-minute lessons in which students learn about Iowa's history, economic factors, governmental functions, geography, and people. Although the unit is intended primarily for fifth grade students residing in Iowa, it can be used as a model for those interested in developing similar units in other states. Each of the 40 lesson plans includes objectives, suggested materials and activities, and related student materials. The majority of the lessons include map activities centering around a student-made map packet. In addition, the unit gives bulletin board ideas; songs; lists of things to see and places to visit; a unit evaluation checklist for teacher evaluation; a unit evaluation checklist for pupil evaluation; and an extensive bibliography of related books, films, video cassettes, freebies, and other resource materials. This document is one of a collection

of materials from the Iowa Education Agency 7 Teacher Center project. (LH)

ED 241 374 SO 015 253

Sweet, Debra
Capsule Units for Guitar, Autoharp, Recorder. Elementary General Music.

Area Education Agency 7, Cedar Falls, IA.
Pub Date—80

Note—37p.
Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Instructional Materials, Intermediate Grades, Learning Activities, Music Activities, *Musical Instruments, *Music Education, Music Reading, Puzzles, Teacher Developed Materials, Units of Study

Identifiers—Autoharps, *Guitars, PF Project, Recorders

An intermediate-level general music unit provides introductory lessons for the autoharp, guitar, and recorder. In the autoharp unit, chording is approached by first using a one-chord song and proceeding to three-chord songs. The guitar unit introduces chord symbols and tablatures and helps students gain familiarity with the parts of the instrument, differences in strings, and strumming techniques. The music and words for over 25 simple songs are provided, followed by student activity cards, a musical word find, a brain teaser exercise, crossword puzzle, identification exercise, and key signature worksheet. This document is one of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (LH)

ED 241 375 SO 015 269

Norton, Mary Hall Jean
The Little Red Schoolhouse. A Guide for Teachers.

Area Education Agency 7, Cedar Falls, IA.
Pub Date—80

Note—111p; Pages 27-56 contain small broken print that may not reproduce well. Copyrighted materials on pages 73-75 removed.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Community Study, *Educational History, Elementary Education, *Experiential Learning, Learning Activities, Life Style, *Local History, *One Teacher Schools, Outdoor Education, Realia, *Social History, Units of Study

Identifiers—PF Project, *Pioneer Life

An elementary school teaching unit uses a visit to a one-room schoolhouse to increase student awareness of what pioneer schools were like. The first section consists of pre-visit activities and teacher preparation suggestions. A description of an early pioneer school is followed by six activities designed to make the visit more authentic. Activities include an interview with someone who attended a one-room school, traditional poetry recitations, copybook assignments, student-made pioneer lunch pails, and pioneer recipes. The second section gives the agenda for a day in a one-room school. Students reenact a typical pioneer school day, participating in penmanship, spelling, geography, history, arithmetic, games, literature, and art lessons. The final section presents outdoor environmental awareness activities including a forest footprint identification exercise, bingo game, tree identification charts, crossword puzzle, outdoor observation activity, and outdoor poetry and vocabulary exercises. Although the document describes a visit to a school house in Black Hawk Park (Iowa), the unit can be easily adapted to any one-room school. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (LH)

ED 241 376 SO 015 273

Finding Your Way Around. Greenfield Express Management System. Revised Edition.

Greenfield Union Elementary School District, Bakersfield, CA.

Pub Date—83
Note—23p; Prepared by the Reading Demonstration Project at Greenfield Junior High School.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Grade 7, Instructional Materials, Junior High Schools, Learning Activities, *Map Skills, *Reading Skills, *School Orientation, Skill Development, Student School Relationship, Units of Study

Identifiers—California Demonstration Program in Reading, PF Project

A mini-unit introducing seventh grade students to their new school and its surrounding area can be adapted for use in any school. Following a list of learning objectives and evaluation methods, the document provides a short vocabulary lesson and five student activities and worksheets for learning to read school, city, state, and county maps. A separate section contains suggestions for extra credit and discussion. (LP)

ED 241 377 SO 015 279

Burger, Celia R.

The City: A Multidisciplinary Unit Exercising the Higher Level Thinking Skills of Analysis, Synthesis, and Evaluation.

Area Education Agency 7, Cedar Falls, IA.
Pub Date—80

Note—32p.
Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, Community Characteristics, Evaluation Methods, Experiential Learning, Grade 6, Independent Study, Instructional Materials, Interdisciplinary Approach, Intermediate Grades, Learning Activities, *Municipalities, Skill Development, Social Studies, Teacher Developed Materials, Units of Study, *Urban Environment, *Urban Studies

Identifiers—PF Project

Designed for use with sixth grade students, this multidisciplinary unit combines independent study of urban areas with activities to develop students' higher level thinking skills. Following suggestions to teachers on strategies for introducing the unit, four options for independent study are described. The first is a study of a topic related to cities. Students can present their findings in a variety of forms such as songs, radio shows, a guide book, or a skit. The second option is a study of any well-known city. An outline is provided of the major findings which should be included in such a report. In the third option for independent study, students learn about their own community by conducting interviews with various city officials and public servants. For the final option, a series of task cards provides short activities on urban study. Each activity is tagged to a specific thinking skill. A bibliography concludes the unit. This document is one of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (LP)

ED 241 378 SO 015 281

Osterhaus, Kenneth
Drawings from Space.

Area Education Agency 7, Cedar Falls, IA.
Pub Date—80

Note—24p.
Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Art Activities, *Art Education, Instructional Materials, Intermediate Grades, Junior High Schools, Learning Activities, Middle Schools, *Perceptual Development, *Spatial Ability, Teacher Developed Materials

Identifiers—PF Project

Ten diagrams and step-by-step instructions for an art activity in which middle school students practice drawing in perspective are provided. Students practice basic rules of perspective such as (1) determining the horizon line or disappearing point, (2) drawing parallel lines and drawing above and below eye level. A brief test of teacher effectiveness and student comprehension conclude the activity. This document is one of a series of materials from the Iowa Area Education Agency 7 Teacher Center project. (LP)

ED 241 379 SO 015 283

Hoff, Ardith
Getting Off on the Right Foot in Elementary Art.

Area Education Agency 7, Cedar Falls, IA.
Pub Date—80

Note—76p.
Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Art Activities, *Art Education, Art History, *Childrens Art, *Creative Activities, Design, Elementary Education, Freehand Drawing, Handicrafts, Learning Activities, Lesson Plans, Painting (Visual Arts), Sculpture, Teacher Developed Materials, Units of Study, Visual Arts

Identifiers—PF Project, Printmaking

Designed as a guide to planning art lessons, the booklet offers over 40 suggestions and sample lesson plans for students in grades K-6. Although most of the lessons could be taught at any time of year,

they are arranged month-by-month for convenience. Included in each monthly program are lesson plans for both intermediate and primary students, most of which are adaptable to other age levels. The unit includes experiences in drawing, painting, printmaking, sculpture, crafts, design, art history, and art as a career. Student activities include making fluorescent insect designs, Japanese banners, weed drawings, African-type masks, cubistic cats, scary creatures, sand painting, bark cuttings, stained glass windows, macrame snowflakes, puppets, paper sculpture, quilt blocks, slides, and May baskets. An extensive bibliography lists over 35 books, articles, and teacher resources. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (LH)

ED 241 380 SO 015 285

Sweet, Debbie

Musical Literacy Skills and Musical Instruments

You Can Make for Grades 1-6.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—80

Note—15p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Learning Activities, *Musical Instruments, *Music Education, *Music Reading, Teacher Developed Materials, Units of Study

Identifiers—*Harmonic Dictation, *Melody, PF Project, Rhythm

An elementary school (K-6) general music unit presents strategies and exercises for helping students attain skills in music literacy. The first section, which is arranged by grade level, helps students read, perform, and dictate a variety of rhythmic, harmonic, and melodic patterns. The second section provides instructions and accompanying illustrations for building simple musical instruments from common household items. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (LH)

ED 241 381 SO 015 313

Hage, Jerald Meeker, Barbara

The Concept of Social Causality and the Usefulness of the Social Sciences.

Pub Date—83

Note—16p.; Paper presented at the Annual Meeting of the American Sociological Association (Detroit, MI, August 31-September 4, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Definitions, Predictor Variables, Research Design, Research Methodology, *Research Needs, *Research Utilization, *Social Problems, *Social Science Research

Identifiers—Causal Models, Explanations, *Social Causality

If they are to develop more effective social intervention strategies, social scientists must pay attention to social causality in their research. This will lead to more credibility for the social sciences and more support for research funds. Social causality is defined as a social process that produces a change in some dependent variable. It reflects a social mechanism rather than a physical one. There are many reasons why the social sciences have not paid much attention to the problem of causality—e.g., the sheer number of causal mechanisms, the confusion between causal modeling and causal processes, and the size of the social system. Appropriate methodological procedures for studying causality include studies across time and the random assignment of causal mechanisms. (RM)

ED 241 382 SO 015 315

Blai, Boris, Jr.

Overeducated Americans in the Work Force.

Pub Date—83

Note—13p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Economic Factors, *Educational Attainment, Educational Planning, Educational Policy, Educational Trends, *Employee Attitudes, Employment Opportunities, Employment Patterns, Employment Projections, *Futures (of Society), Higher Education, Knowledge Level, *Labor Economics, Labor Needs, Policy Formation, Skill Development, Social Problems, *Work Attitudes

Identifiers—*Overeducation

Work and adjustment to work are vital components of a smoothly functioning society. Currently, a growing imbalance between the collective level of educational attainment of American workers and the skill/knowledge requirements of existing jobs has created the potential for widespread social and economic problems in this country. Overeducation leads to job dissatisfaction, decreasing productivity, and, ultimately, to a crisis in public confidence. To counter the threat the current labor situation poses, several actions by the government and private sector may be appropriate. Business and educational organizations must adopt human relations policies responsive to the expectations of a well-educated labor force. The private sector should implement job rotation and job enrichment strategies, and establish participatory management. The government, which employs a high percentage of college graduates, should increase its total personnel. Alternatively, the government could curtail the supply of college graduates entering the labor force by raising college costs. Regardless of strategy employed, attention to the problems inherent in overeducation must be incorporated into public policy formation. (LF)

ED 241 383 SO 015 323

Birchall, Gregory Faichney, Gavin

Images of Australia in Elementary Social Studies

Texts: Some Alternative Strategies.

Pub Date—Nov 83

Note—23p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (63rd, San Francisco, CA, November 22-26, 1983).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Awareness, Cultural Images, Educational Needs, Elementary Education, Foreign Countries, *Social Studies, Stereotypes, *Textbook Content, *Textbook Evaluation, Textbook Preparation

Identifiers—*Australia

Elementary social studies textbooks in the United States were analyzed to determine the sort of information they contained about Australia. Only those texts which made substantive references to Australia were analyzed; these included 4 books for level 3, 2 for level 4, and 4 for level 6. Books examined were all published by major textbook companies: Allyn & Bacon, Inc., American Book Company, Ginn & Company, Harcourt Brace Jovanovich, Laidlaw Brothers, Scott Foresman, and Silver Burdett Co. The study focused on the quantity and quality of information provided relating to geography, history, aboriginal people, rural life, urban life, flora and fauna, politics, resources, popular culture, sport, ethnic groups, industry, mining, and maps. As a percentage of the total content, references to Australia ranged from 0.3% to 5%. The information presented was mainly accurate, if rather generalized. However, the overall image presented in the textbooks—that of Australians as a far off, remote group of desert dwellers, some of whom are aboriginal people who work on sheep stations, regularly attend the opera in Sydney, and go surfing—is not accurate for the great majority of the population. Australia as it is today is discussed, and recommendations are made for a more realistic approach to teaching about the country. Thirteen brief views of life in Australia written by Australian school children are appended. (RM)

ED 241 384 SO 015 344

Hunker, Henry L.

Resource Conservation: A Static or Dynamic Concept?

Pub Date—Oct 83

Note—13p.; Paper presented at the National Council for Geographic Education Conference (Ocho Rios, Jamaica, October 23-28, 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Conservation (Environment), Definitions, Ecology, *Educational History, *Educational Needs, Educational Practices, Environmental Education, *Geography Instruction, Higher Education, Intellectual Disciplines, *Natural Resources, Textbook Content

The educational history of resource conservation as an academic discipline is discussed. Also examined is whether conservation should be taught as a static or dynamic concept. The first conservation text was written in 1910. Since then, geographers have stressed several approaches to resource con-

servation including the inventory and analysis of the nation's resource stock, conservation methodologies, the study of the interrelationships between resource complexes, regional resource development, and resource management. Specialization in resource conservation remains an important part of U.S. geography curriculum today. However, it is not clear how resource conservation is defined, nor is it clear from textbooks what the subject area comprises. When asked to define resource conservation, many students define the concept in the context of limitations. If geographers are locked in to such a conceptual framework, their view of present and future society must be constrained. What must be taught is a dynamic concept of resource conservation which recognizes that resources are functional—that they are defined in terms of use, whether the uses are consumptive or non-consumptive. (Author/RM)

ED 241 385 SO 015 357

Sebastian, Glenn R.

Writing across the Curriculum: Geography.

Pub Date—Oct 83

Note—11p.; Paper presented at the National Council for Geographic Education Conference (Ocho Rios, Jamaica, October 23-28, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, *Content Area Writing, Core Curriculum, *Geography Instruction, Higher Education, *Interdisciplinary Approach, Program Descriptions, Skill Development, Writing Improvement, *Writing Instruction, *Writing Skills

Identifiers—Cross Discipline Education, University of South Alabama

A cross-disciplinary project at the University of South Alabama has been successful in improving the technical competence of undergraduate writers in all academic fields. For the geography department, this project has involved developing courses which teach writing as part of the thinking process and problem-solving method. While instructors have encountered several problems in carrying out this program, such as how to determine the value of writing assignments in the final grade and how to assign writing activities in large lecture courses, the university offers workshops to faculty facing these problems. Writing labs are also provided for students with difficulties. Student evaluations indicate that the writing assignments have been one of the most helpful activities in the geography curriculum. (LP)

ED 241 386 SO 015 382

Richards, Les

Piagetian Theory as an Organizer for Geographic Skills and Experiences.

Pub Date—Oct 83

Note—14p.; Paper presented at the National Council for Geographic Education Conference (Ocho Rios, Jamaica, October 23-28, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Development, *Curriculum Development, *Developmental Stages, Elementary Secondary Education, *Geography Instruction, Learning Activities, *Map Skills

Identifiers—*Piagetian Tasks, *Piagetian Theory

Piagetian stages of cognitive development are reviewed, and what teachers of geography skills, particularly map skills, can do to make use of Piaget's theory of child development is discussed. Piaget describes children at four different stages: (1) sensorimotor stage—birth to 2 years, (2) preoperational stage—ages 2-7, (3) concrete operational stage—ages 7-12, and (4) formal operational stage—ages 12 and older. The characteristics that a child displays at each of these stages are described. Geography teachers must find out at what stage their students are in terms of their experiences, develop learning activities which build on these experiences, and structure other experiences which take into account the four forces that shape learning—i.e., maturation, the environment, equilibration, and socialization. Thus, with children who are at the preoperational level, for example, map skills activities might be taught by having students view and draw objects from different perspectives or identify familiar objects from air photographs. At the concrete level, students could construct models of familiar areas. Students at the formal operational level could do map work emphasizing the use of symbols. (RM)

ED 241 387 SO 015 383

Martin, David Alan
Implications of Learning Theory for Economic Education.

Pub Date—8 Oct 82

Note—20p; Paper presented at the Joint Council on Economic Education Annual Meeting (Kansas City, MO, October 8, 1982).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, Developmental Stages, *Economics Education, Elementary Secondary Education, Learning Processes, *Learning Theories, Memory, Reinforcement, Research Needs

The author states that learning theory is useful for economic educators because it enables them to develop instructional theory for economic education. The paper is arranged into five parts. Part 1 focuses on the historical learning theory perspective of economics education. Part 2 defines instructional theory, states its relationship to learning theory, and describes the attributes of good instructional theory. The third part reviews three learning theories—developmental, information processing, and operant conditioning—and their implications for economics education. Part 4 describes an instructional theory that incorporates these three learning theories and also possesses the desirable attributes of good instructional theory. The paper concludes with a discussion of the limitations of applying cognitive learning theories to economics education. The appendix contains specific instructional practice suggestions from developmental theory. (RM)

ED 241 388 SO 015 386

Connell, Helen Wells, Marguerite
Report to OECD/CERI Policy Group from Pacific Circle Consortium on Phase 1 Activities: 1977-1980.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date—Mar 81

Note—70p; For related documents, see SO 015 398 and SO 015 387-388. Prepared through the Pacific Circle Consortium Program. Several figures contain small type.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Education, Curriculum Development, Educational Cooperation, Environmental Education, Exchange Programs, Foreign Countries, Information Dissemination, Instructional Materials, *Intercultural Communication, *International Cooperation, *International Educational Exchange, *International Programs, Networks, Program Descriptions, Program Evaluation, Program Implementation, Resource Materials, Secondary Education, Social Studies

Identifiers—*Pacific Circle Consortium

Established in 1977, the Pacific Circle Consortium is a group of national-level educational research and development agencies from the Organization for Economic Cooperation and Development (OECD) Pacific region countries engaged in cooperative projects intended to improve international understanding and relations. From 1977 to 1980 the Consortium undertook interchange activities and cooperative curriculum development projects focusing on the Pacific region. The interchange activities were of an exchange nature and consisted of meetings, exchange of materials, staff visits, and newsletters. The curriculum development projects produced a variety of teaching/learning materials for secondary students in the social, environmental, and human sciences. Examples of topics include harvesting food resources of the ocean, trade and interdependence in the Pacific, the wise use of ocean resources, ethnic and race relations, and aboriginal studies. Dissemination of the curriculum materials remains largely an individual institutional activity. A discussion of overall Consortium achievements and phase 2 activities conclude the report. Appendices contain a glossary of terms and names of participants in the meetings. (RM)

ED 241 389 SO 015 387

Harper, Robert A.
Pacific Circle Consortium: A Regional Project of OECD/CERI. Report of Annual Meeting (5th, Portland, Oregon, September 28-October 3, 1981).

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date—81

Note—116p; For related documents, see SO 015 398 and SO 015 386-388. Several charts contain small print.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Comparative Education, Curriculum Development, *Educational Cooperation, Elementary Secondary Education, Environmental Education, Exchange Programs, Instructional Materials, *Intercultural Communication, *International Cooperation, *International Educational Exchange, *International Programs, Networks, Oceanography, Program Descriptions, Resource Materials, Social Studies, Units of Study

Identifiers—*Pacific Circle Consortium

Efforts, including exchange activities and curriculum development projects, undertaken by Pacific region countries in 1981 to improve intercultural understanding were the main focus of the meeting. The report begins with a very brief description of what transpired during the sessions. Papers and reports presented are contained in the appendices, which make up the major portion of the publication. New Zealand, Canada, Japan, Hawaii, and Australia reported on their countries' educational programs and practices. Reports were also made concerning various Consortium K-12 curriculum development projects, including the Ocean Project and the Antarctic Project. School networking in the Pacific region was the focus of several papers. A workshop dealing with the Ocean Project held in Honolulu was described in one paper. Two proposed units of study from the Ocean Project concerning fishing in the Pacific and bay and harbor Pacific communities were presented. Also included in the appendices are the agenda, the chairman's report, the treasury report, a review of dissemination issues, and a participant list. (RM)

ED 241 390 SO 015 388

Harper, Robert A.
Pacific Circle Consortium: A Regional Project of OECD/CERI. Report of Annual Conference (6th, Hiroshima, Japan, September 27-October 4, 1982).

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date—82

Note—45p; For related documents, see SO 015 398 and SO 015 386-387.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Education, Curriculum Development, *Educational Cooperation, Elementary Secondary Education, Environmental Education, Exchange Programs, Instructional Materials, *Intercultural Communication, *International Cooperation, *International Educational Exchange, *International Programs, Networks, Program Descriptions, Resource Materials, Social Studies, Units of Study

Identifiers—*Pacific Circle Consortium

Pacific region countries reported on their 1982 cooperative activities in education, including exchange and curriculum development projects, aimed at improving intercultural understanding. The first part of the report describes what happened at the sessions; the second part contains the appendices. Various countries—Australia, Canada, Japan, New Zealand, and the United States—reported on their recent activities. Papers discussing curriculum projects were presented. Discussed were the Antarctica and Southern Ocean Project, which developed K-12 classroom materials, a film on salmon developed by a group in Alaska, a unit of study developed on the "New Zealand Fisheries," and student activities for a "Bays and Harbours Unit-Honolulu." Discussion sessions were held on a number of topics, including curriculum renewal processes, Consortium activities, research on classroom learning, and the relationship between the Consortium and OECD/CERI. Field trips and school visitations were made by conference attendees. The meeting also included a business session. Included in the appendices are the agenda and lists of participants, papers presented, and Consortium activities. (RM)

ED 241 391 SO 015 391

Harper, Robert A.
Problems of Geography as General Education.

Pub Date—Oct 83

Note—8p; Paper presented at the National Council for Geographic Education Conference (Ocho Rios, Jamaica, October 23-28, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, Curriculum Evaluation, Educational Needs, Educational Objectives, *General Education, *Geographic Concepts, *Geography Instruction, *Global Approach, *Human Geography, International Relations, Physical Divisions (Geographic), Physical Geography, Postsecondary Education, Problems, *Systems Approach, World Affairs

The increasing interdependency and regional specialization of today's world demand a new approach to the teaching of introductory geography courses. By focusing on the interrelationship of physical, cultural, and economic geography, a course for general education students can foster development of the geographic perspective on human systems needed to understand contemporary world issues. For example, physical geography would be taught in terms of the aspects of the earth's environment that relate to the central problems of human life; cultural geography would emphasize details that affect human lifestyles. Students would leave such a course with a systems view of how and why people live as they do in different places on earth. (LP)

ED 241 392 SO 015 395

Schultz, Emily A., Ed.
Image and Reality in African Interethnic Relations: The Fulbe and Their Neighbors. Studies in Third World Societies, Publication Number Eleven.

College of William and Mary, Williamsburg, VA. Dept. of Anthropology.

Pub Date—Mar 80

Note—176p; For related documents, see ED 229 315 and SO 015 396.

Available from—Department of Anthropology, College of William and Mary, Williamsburg, VA 23185 (\$7.00 institutions; \$6.00 individuals; \$5.00 students).

Pub Type—Opinion Papers (120) — Collected Works - General (020)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*African Culture, Agricultural Production, Animal Husbandry, Anthropology, Area Studies, Comparative Analysis, Cross Cultural Studies, Cultural Context, Culture, Developing Nations, Environment, Ethnicity, *Ethnic Relations, *Ethnic Studies, Foreign Countries, Group Dynamics, Intergroup Relations, Livestock, Political Issues, Social Discrimination, Social Environment, Social Science Research, Social Status

Identifiers—*Africa (West), Camaroon, *Fulbe (Tribes), West Africans

The eight articles in this collection focus on the Fulbe culture in West Africa, its intragroup relationships as well as its relations with other ethnic groups. Each article relates the concept of ethnicity to social and political differentiation among tribes. Following an introduction by Emily Schultz, John Lewis presents the findings of three field visits to evaluate transhumant cattle management in the Sahel. Paul Riesman examines the relationship between the Fulani people of West Africa and their environment, paying particular attention to the people's cultural and environmental ties to their cattle. Gregory Finnegan and Christopher Delgado discuss the relationship between the Mossi farmers and the Fulbe herders in Upper Volta. The changing significance of ethnicity has in the various power relationships of the aristocracy of the Sokoto is presented by Joyce Hendrixson. James Vaughan examines inter-societal relations of two groups, the Margi and the Fulani, from a historical perspective, focusing on the reasons for cultural barriers against the Fulani. Chantal Collard discusses the various neighbors of the Fulbe, and Emily Schultz is concerned with perceptions of ethnicity in Guider Town, Cameroon. A final article, by Eric Ayisi, analyzes the main points of the preceding articles. Notes on contributing authors conclude the journal. (LP)

ED 241 393 SO 015 396

Zamora, Mario D. And Others
Anthropological Diplomacy: Issues and Principles. Studies in Third World Societies, Publication Number Twenty.

College of William and Mary, Williamsburg, VA. Dept. of Anthropology.

Pub Date—Jun 82

Note—152p; For related documents, see ED 229

315 and SO 015 395.

Available from—Department of Anthropology, College of William and Mary, Williamsburg, VA 23185 (\$7.00 institutions; \$6.00 individuals; \$5.00 students).

Pub Type—Opinion Papers (120) — Collected Works - General (020)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Anthropology, Comparative Analysis, Cross Cultural Studies, Cultural Context, Culture, *Developing Nations, Ethnic Relations, Ethnology, Foreign Countries, Foreign Policy, *International Relations, Language, Policy Formation, Race

Identifiers—Philippines, United States

The focus of this volume is anthropological diplomacy: the promotion of peace and prevention of war by knowing, understanding, and appreciating the basic affirmations of society. Eight articles examine the role of race, language, and culture in inter-ethnic and international relations. Vinson Sultive, Jr. examines the interrelationship of race and culture. Mamitua Saber presents the Philippines as a case study of the processes of cultural integration. Mario Zamora writes about the cross-cultural themes and values of the Asian aged as migrants to America. Choong Soon Kim discusses the implications of culture and values for U.S. foreign policy formation, with particular emphasis on relations with China, Korea, and Vietnam. Karri Fritz relates cultural anthropology to the development of international law, while Lynn Thomas relates anthropology to trends in international relations. In the final article, C. D. Macaulay demonstrates how anthropological theory can be useful to international relations. An epilogue, by Indira Singh, underscores the significance of universals of human culture. Notes on contributing authors conclude the journal. (LP)

ED 241 394 SO 015 398

Kemmis, Stephen

Report of a Study of the Pacific Circle Consortium. [Final Report].

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date—May 80

Note—99p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Comparative Education, *Educational Research, *Educational Researchers, Information Dissemination, *International Educational Exchange, *International Programs, International Relations, *Networks

Identifiers—Australia, Canada, Japan, New Zealand, *Pacific Circle Consortium, United States

A five-part cumulative report details the activities of the Pacific Circle Consortium. Section 1, on the origins of the Pacific Circle, describes the consortium on three levels: participating organization of Economic Cooperation and Development (OECD) countries, participating institutions, and development teams. In section 2, the involvement of each of the participating institutions is discussed under the headings of origins, relations with policy group representatives, institutional structure and function, the development group, description of recent work, evolution of the work, future activities, maintenance conditions, and emergent issues. Section 3 discusses types of activities emerging and a proposal for a common project. Section 4 focuses on legitimization of the Consortium by the OECD. It suggests that the Consortium is reaching a point where it will soon be regarded as legitimate in its own right. Section 5 analyzes the conditions necessary for the Consortium to achieve autonomy and become self-sustaining. Considered are both internal and external interactions of the Consortium and external threats to survival internally. (LP)

ED 241 395 SO 015 400

Looking to the Future: Equal Partnership between Women and Men in the 21st Century.

Minnesota Univ., Minneapolis. Hubert H. Humphrey Inst. of Public Affairs.

Pub Date—1 Jan 84

Note—55p.; Published by the Women, Public Policy, and Development Project.

Available from—Women, Public Policy and Development Project, Humphrey Institute of Public Affairs, University of Minnesota, Minneapolis, MN 55455 (\$5.00).

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. FC Not Avail-

able from EDRS.

Descriptors—Affirmative Action, Developing Nations, Economic Development, Equal Education, Equal Opportunities (Jobs), Females, *Feminism, Futures (of Society), *Global Approach, Health, International Cooperation, Peace, Sex Discrimination, *Sex Fairness, Sex Role, Womens Studies Identifiers—*World Conference for Women (Copenhagen 1980), *World Conference for Women (Mexico City 1975)

Information about the world conferences for and about women held during the United Nations' Decade for Women, 1975-1985, demonstrates that women have been responsible for promoting change on local, national, and international levels. The booklet begins with a chronology of the events leading up to and including the decade and its conferences. Overviews of the two conferences held to date—the Mexico City (Mexico) conference of 1975 and the Copenhagen (Denmark) conference of 1980—are presented. Some documents from each conference are presented in a condensed form. The purpose and functions of the third world conference on women to be held in 1985 in Nairobi, Kenya, are discussed. Organized into non-governmental associations which interact with governments, women have promoted changes aimed at advancing the status of women, contributing to economic development, and promoting peace and international understanding. (RM)

ED 241 396 SO 015 407

Nelson, John S.

The Rhetoric of Rights.

Pub Date—Sep 83

Note—77p.; Paper presented at the Annual Meeting of the American Political Science Association (Chicago, IL, September 1-4, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Civil Liberties, Controversial Issues (Course Content), Political Issues, *Political Science, *Theories

Theorists on human rights can be divided into two camps: those who believe that rights are asserted by and ascribed to groups, and those who believe that rights may be properly predicated to individuals only. Of late, the latter group has gained dominance. This paper, by presenting a rhetorical analysis of individualism in regard to rights, rejects the limiting of rights to distinct persons. Analysis is divided into five stages. A discussion of the phenomena of group rights precedes examination of the theoretical restrictions of rights of individuals. Various individualisms are distinguished and discredited. The author then highlights the relevance of "group rights" to current issues of ethics, politics, and law, outlining the potential contributions of this concept to current projects in political theory. Finally, the notion that rights are political rather than philosophical is presented. (Author/LP)

ED 241 397 SO 015 411

Murphy, Gary T.

A Report of the Preliminary Research Findings on the Domain of Cognition: A Taxonomy of Instructional Outcomes.

Pub Date—83

Note—88p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Classification, Cognitive Measurement, *Cognitive Objectives, Educational Research, Grade 5, Grade 6, Intermediate Grades, Learning Activities, *Models, Pilot Projects, Pretests Posttests, *Student Evaluation, Validity Identifiers—Stahl (Robert J.)

Two instruments and instructional activities were pilot tested to determine if they could be used in a later evaluation study of a Domain of Cognition model, developed by Robert J. Stahl as an alternative to Bloom's Taxonomy. The model, intended to help educators more effectively plan for, implement, monitor, and evaluate instruction, was proposed as being a representation of a sequence of expected behavioral outcomes that may result from instruction. After instruction has taken place and after students have been given the time to make use of different types of information, it was contended that the sequence of outcome behaviors should occur as depicted in the Domain of Cognition. Two fifth and sixth grade classes participated in the study. Major findings include the following. The instructional activities and the immediate and delayed posttests were clearly understood by the students. The inter-

nal consistency for both posttests was high. The mean score performance was not in a descending order on either the immediate or the delayed posttest. Based upon these results, the decision was made to conduct the larger study. Appendices contain the tests and the instructional activities. (RM)

ED 241 398 SO 015 413

Schwarz, Samuel And Others

Growth of Arts and Cultural Organizations in the

Decade of the 1970's. Final Report.

Informatics, Inc., Rockville, Md.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date—Dec 83

Contract—NEA-PC-80-29

Note—815p.

Pub Type—Information Analyses (070)

EDRS Price - MF05/PC33 Plus Postage.

Descriptors—Cultural Centers, Dance, Data Collection, Employment Patterns, Expenditures, *Fine Arts, Income, Museums, Needs, Opera, Orchestras, *Organizations (Groups), Theaters, Trend Analysis

Disparate data on nonprofit arts organizations in the 1970's were analyzed in order to construct a comprehensive picture of the growth of the arts during this decade. Studied were the rate of growth and change in the number of institutions and in their levels of output, employment, income, and expenses. Conclusions are presented regarding the overall arts picture, each of the five major artistic disciplines (symphony orchestras, opera, theater, dance, and museums), and data collection in the arts. Compared to preceding years, the decade of the 1970's showed the same range of growth for all the disciplines, except the young modern dance companies. All performing art forms, except opera, grew at a slower pace in the 1970's, especially symphony orchestras. The need for financial management was recognized. Art organizations need to be systematically classified by some widely accepted taxonomy. Appendices conclude the report. The first appendix is a listing of criteria used by art organizations for membership or inclusion in a survey. The other appendices are discussions on: the imputation and correction of data, the calculation of growth rate, the economic behavior of arts organizations, and performing arts sponsors and presenters. (RM)

ED 241 399 SO 015 425

Ryan, William And Others

Assessing Ideology: The Influence of Fundamental Belief Systems on Social and Political Opinions.

Pub Date—83

Note—16p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (54th, Philadelphia, PA, April, 1983). Broken type throughout.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beliefs, Higher Education, *Political Attitudes, *Social Attitudes, Social Problems, Social Science Research, Social Values

Identifiers—Conservatism, Equal Rights, *Ideology, Liberalism, Meritocracy

It was hypothesized that fundamental belief systems contribute to the development of political attitudes and opinions above and beyond adherence to so-called "liberalism" or "conservatism." A 20-item instrument was developed and administered to 63 college males and females to assess their underlying fundamental assumptions, overt adherence to meritocratic or antimercitocratic principles, and specific opinions on a number of public and social issues. There was a significant correlation between students' basic beliefs or ideologies and their adherence to meritocratic or antimercitocratic principles. The correlation between basic beliefs and political orientation was less strong, but still significant. There was no relationship between self-designated political orientation and the overall index of fundamental beliefs. Overall, the results indicated that how people think about human nature and human behavior may provide significant information about what types of social policies and programs they would like to see implemented. (RM)

ED 241 400 SO 015 427

Davis, Kay L.

Mastery Learning and Musical Performance Groups.

Pub Date—Apr 83

Note—21p.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Applied Music, Behavioral Objectives, Course Content, Course Evaluation, *Curriculum Development, Diagnostic Teaching, Elementary Secondary Education, *Mastery Learning, Media Selection, *Models, *Music Education, Program Development, Teacher Role Identifiers—Carroll (John B)

John Carroll's concept of mastery learning (ML) is described, and an ML model which can be used by directors of music-performing groups is presented. According to Carroll, any student, when given direction and time to follow that direction, can move along a time line from a state of inability to a state of ability. Tasks defined in behavioral terms allow both the teacher and the student to judge when the task is completed. When time needed to learn a task equals time spent in learning, the learner is able to perform the task. Proponents of ML feel that 90 to 95% of all students can achieve mastery if proper teacher and student conditions for learning are present. Using Benjamin Bloom's model of ML and recommendations from other educators, a two part model—Planning for Learning and The Learning Experience—is presented. A discussion covering the following topics follows the model: establishing current performance levels, selecting new material, selecting instructional content, planning for instruction, planning for evaluation, planning for prescriptive design, and learning sequence. (RM)

ED 241 401 SO 015 429
The Embassy Adoption Program. Final Evaluation Report, 1982-1983.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

Pub Date—Dec 83

Note—94p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Community Cooperation, Evaluation Methods, Field Trips, *Foreign Countries, *Foreign Diplomats, Grade 5, Grade 6, Intermediate Grades, International Cooperation, *International Relations, International Studies, *Multicultural Education, Program Descriptions, *Program Effectiveness, Program Evaluation, *Social Studies

A multicultural enrichment program in which selected fifth- and sixth-grade students from Washington, District of Columbia, public schools learned about other countries by studying a foreign embassy is evaluated. Chapter 1 outlines the main components of the program: joint educator-embassy planning, student research, student field visits and embassy guest presentations in the classroom, student culminating projects, and student participation in a mock United Nations. Chapters II and III concern evaluation. A description of the Planning, Monitoring, and Implementing Model (PMI) used for evaluation is followed by a chart presenting evaluation results. Measured are the degrees of joint participation in implementation among sponsoring agencies and program impact on students' knowledge of other countries. Findings indicate a highly successful program, with a high degree of correlation on all input/output measures. The appendix includes the evaluation schema, program communications, curriculum suggestions, and unexpected outcomes. (LP)

ED 241 402 SO 015 430
Humanities and State Education Agencies: Policies, Perspectives and Prospects.

Council of Chief State School Officers, Washington, D.C.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.; Rockefeller Foundation, New York, N.Y.

Pub Date—Dec 83

Note—47p.; A few photographs may not reproduce clearly.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Competency Based Education, *Educational Assessment, Educational Attitudes, Educational Cooperation, Educational Improvement, *Educational Policy, Educational Research, Elementary Secondary Education, *Humanities Instruction, National Surveys, State Agencies, *State Departments of Education, *State Programs, Statewide Planning

To determine the status of humanities education

in American public schools, the Council of Chief State School Officers (CCSSO) conducted a survey of State Education Agencies (SEAs) in 1982. Data gained through a questionnaire sent to each SEA concerned humanities policies in the areas of organizational structure, general educational goals, curriculum, testing, textbooks, graduation requirements, funding, and current educational developments. The following findings were indicated. While SEAs express strong support for humanities instruction, they pinpoint several problems in program implementation, chief among these being the need for a common definition of the field. Only 20 percent of the states possess a unit entitled "humanities," and less than half include humanities in their statements of educational goals. While 25 states have competency-based educational programs, only 8 of these include humanities. Less than 10 of the states having uniform graduation requirements demand any music, art, or foreign language coursework. The SEAs' assessments of the direction for furthering humanities instruction are summarized in six recommendations. Among these are the need for states to develop specific humanities education policies, establish a core of common learning to which the humanities are central, participate in national and regional meetings concerning humanities, and work with state humanities councils to develop elementary secondary education projects on the humanities. Appendices include the survey instrument. (LP)

ED 241 403 SO 015 431
Lu, Jonathan J.

Let's Talk about the Geography of the Bible.

Spons Agency—University of Northern Iowa, Cedar Falls.

Pub Date—Oct 83

Note—20p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (Ocho Rios, Jamaica, October 23-28, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Biblical Literature, Christianity, *Geography, Judaism, *Middle Eastern History, Middle Eastern Studies, Religion, World Problems

Through its symbolism, law, and toponyms, the Bible exerts a strong influence on Western society. Consequently, geography of the Bible—a study of how people responded to God in such a geographic setting and how people responded to the challenge of an adverse environment—constitutes a legitimate academic field. Such a study has the specific benefits of clarifying and bringing reality and variety to Bible studies. Methodology for such a course relies on the same framework as other geographies. It may be studied systematically as well as chorographically, and idiographically or nomothetically. Recent research has indicated several directions for innovation in the field of geography of the Bible, including geographic interpretation of Bible passages, identification of biblical sites, clarification of Bible translations, and biblical cartography. A final research frontier focuses on using the Bible to explore solutions to present political problems in the Middle East. A biblical perspective can add insight into the examination of peace and land rights. (LP)

ED 241 404 SO 015 432
Schreiber, Joan E.

Using Children's Books in Social Studies: Early Childhood Through Primary Grades.

National Council for the Social Studies, Washington, D.C.

Report No.—ISBN-0-87986-047-2; NCSS-Bull-71

Pub Date—84

Note—49p.

Available from—National Council for the Social Studies, 3501 Newark St., N.W., Washington, DC 20016 (\$10.25).

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Books, Change, *Children's Literature, *Content Area Reading, Cross Cultural Studies, Cultural Differences, Early Childhood Education, Humanistic Education, Human Relations, Individual Differences, Primary Education, Self Concept, Skill Development, *Social Studies

Arranged in three parts, this booklet provides teachers at the early childhood and primary grade

levels with guidelines for using children's literature in social studies instruction. Chapter 1 discusses rationale and procedure. Separate subsections emphasize the significant role reading books can play in developing a child's self-concept, examining similarities and differences among children and among cultures, examining peer group and family interactions, considering careers, dealing with change, and establishing a framework for history study. The relationship between children's literature and social studies skills development is treated in chapter 2. Examples of ways in which reading books lend themselves to map skill development and skits are provided. The bulk of this booklet is a sample bibliography, contained in chapter 3. Over 350 children's books, compiled on the basis of students', teachers', and social studies' needs, are listed on the following topics: careers, changes, feelings, geography, history and biography, interdependence, relationships, rules, similarities and differences, and world cultures. Lists of useful references and publishers conclude the booklet. (LP)

ED 241 405 SO 015 433

The Role of Social Studies in Education for Peace and Respect for Human Rights in Asia and the Pacific. Report of a Regional Meeting of Experts (Bangkok, Thailand, December 16-22, 1980).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Pub Date—81

Note—90p.

Available from—UNIPUB, 205 East 42nd Street, New York, NY 10017 (\$2.00).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Civics, *Civil Liberties, *Comparative Education, Curriculum Evaluation, Educational Improvement, Educational Needs, Educational Practices, Educational Research, Elementary Secondary Education, Ethical Instruction, Foreign Countries, Futures (of Society), *Peace, Program Descriptions, *Social Studies, Teacher Education, Teaching Methods, Values Education

Identifiers—*Asia, *Pacific Countries

UNESCO member states discussed educational efforts undertaken to improve international understanding, peace, and respect for human rights. Chapter 1 summarizes the reports of individual countries. Although the citizens of each of the countries have their rights protected through their respective constitutions, there is some variation in the interpretation of the human rights concepts. It is generally through the area of elementary and secondary social studies that the countries are attempting to educate their citizens concerning peace and human rights. Although teaching methods are not reported on in detail, where reference is made it appears that a variety of strategies is being practiced. Some teacher education is being implemented. The areas that are least reported upon are research and evaluation. Chapter 2 contains a summary of the discussions that followed each country's report; these discussions concerned how to improve social studies/civics/moral education. Suggestions for future action at the national and regional levels are discussed in the concluding chapter. Appendices include the agenda, the participant list, and the inaugural address. (RM)

ED 241 406 SO 015 434
Webb, Clark And Others

Student Involvement in Curriculum Development: A Different View.

Pub Date—Oct 83

Note—13p.; Paper presented at the Northern Rocky Mountain Educational Research Association Annual Meeting (1st, Jackson Hole, WY, October 13-15, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, *Curriculum Development, Educational Practices, Educational Quality, Educational Research, Educational Theories, Elementary Secondary Education, *Experiential Learning, *Learning Activities, Learning Theories, Student Experience, Student Interests, Student Motivation, *Student Participation, Student Reaction, Student Teacher Relationship, *Teaching Methods

The productive involvement of students in curriculum development can lead to greater student inter-

est in and satisfaction with learning. The dominant view in education today is that students are disruptive agents in the learning process, liable to interrupt teaching for their own purposes. This view results in a learning environment where the teacher lectures or students prepare written assignments. An opposite view is that students are agents that can and must modify lesson content according to their own predilections, perceptions, and attitudes. These two views represent the endpoints of a continuum on which teachers take varying viewpoints and shifting positions. Research has shown that students prefer classroom activities that require their active involvement. Given this, it should be the role of the teacher to facilitate the positive participation of the students as curriculum developers to such an extent that the students become lifelong learners, able to use their minds to think, explore, analyze, and evaluate the instruction they receive. (LP)

ED 241 407 SO 015 435
Smith, Michael C., Ed. Williams, Jack, Ed.
Proceedings of the Annual Conference of the Midwest Philosophy of Education Society (Detroit, Michigan, November 12-13, 1982).
Midwest Philosophy of Education Society, Milwaukee, WI.
Pub Date—83

Note—180p.
Available from—Robert P. Craig, Secretary-Treasurer, Midwest Philosophy of Education Society, St. Mary's College, 1016 Maple Grove, Royal Oak, MI 48067 (\$4.00).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Educational Administration, *Educational Philosophy, Educational Responsibility, Educational Trends, Elementary Secondary Education, Foundations of Education, Nontraditional Education, Progressive Education

Identifiers—Counts (George), Dewey (John), Hermeneutics, Liberalism, Paideia Proposal

Twelve conference papers address four educational themes. Three papers on intellectual life in the school deal with the philosophy of George S. Counts; the nature, purpose, and value of liberal education; and educational consequences of the idea of reason. Four papers on educational alternatives treat the educational philosophy of Ivan Illich, hermeneutics and paideia, the basic ingredients of alternative education, and mainstream education for older adults. Two papers on school administration address organizational theory as educational philosophy and accountability and responsibility. On the theme of John Dewey, two articles discuss the philosopher's theory of inquiry and his views on war and the League of Nations. An additional paper on philosophy for everyone, the conference presidential address, is included. (LP)

ED 241 408 SO 015 436
Brown, Lester R. And Others
State of the World, 1984: A Worldwatch Institute Report on Progress toward a Sustainable Society. First Edition.

Worldwatch Inst., Washington, D.C.
Report No.—ISBN-0-393-30176-1

Pub Date—84
Note—268p.

Available from—W. W. Norton and Company, Inc., 500 Fifth Ave., New York, NY 10110 (\$15.95).
Pub Type—Opinion Papers (120) — Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Conservation (Environment), Depleted Resources, Developed Nations, Developing Nations, Economics, Evaluation, Food, Forestry, Fuel Consumption, Fuels, *Futures (of Society), Global Approach, International Cooperation, International Relations, Natural Resources, Policy Formation, Recycling, Resource Allocation, Resources, Soil Conservation, Wastes, *World Affairs, *World Problems

The first of a series of annual reports for policy makers, this publication focuses on evaluating changes in the interplay between the world's changing resource base and the economic system. Following an overview, content is divided into 10 additional chapters covering population stabilization, the world's dependence on oil, soil conservation, forest protection, materials recycling, the economics of nuclear power, the development of renewable energy, the future of the automobile, the world food supply, and economic policy formulation. Each chapter is edited by a specialist in the

field and contains several articles by different authors. Examples of subtopics considered within each chapter are: zero population growth and national fertility declines (population stabilization); petroleum substitutes and government regulations (oil dependence); acid rain and deforestation (forest conservation); waste paper, aluminum, iron, and steel (recycling efforts); wind, solar, and geothermal energy (renewable energy); and national priorities and "guns or butter" (economic policy formulation). A list of tables and figures, footnotes, and an index are included. (LP)

ED 241 409 SO 015 438
Walstad, William Watts, Michael
Teaching Economics in the Schools: A Review of Survey Findings.
Spons Agency—Joint Council on Economic Education, New York, N.Y.
Pub Date—Jan 84

Note—21p.; Revision of paper presented at the Joint Council on Economic Education-National Association of Economics Annual Meeting (San Antonio, TX, October 6, 1983).

Pub Type—Reports - Research (143) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Evaluation, *Curriculum Problems, *Economics Education, *Educational Assessment, Educational Research, Elementary Secondary Education, *National Surveys, *State Surveys, *Teacher Education, Teacher Effectiveness, Teacher Qualifications

Identifiers—*National Survey of Economic Education 1981

The "National Survey of Economic Education 1981" presented an overly optimistic view of the status of economic education which is not substantiated by a careful review of national and state data or the many recent national surveys on precollegiate education. This review of both national and state survey data indicates problems in both teacher preparation and curriculum. Teacher weaknesses include lack of preparation in the content area, lack of use of appropriate teaching strategies, and reluctance to take additional coursework. Curriculum problems include the limits of time in teaching economics at the elementary level and absence of economics as a separate course offering at the secondary level. Teachers at all grade levels expressed the desire for easier access to economics curriculum materials. In attempting to upgrade economics instruction, the next step for researchers should be an extensive national effort to obtain more reliable input and output data about economic education in the schools. (LP)

ED 241 410 SO 015 441
Saad, Geri, Comp.

Selected Bibliography of Educational Materials in Pakistan. Vol. 16, No. 2, April-June 1982.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—TT82-5300/2

Pub Date—82

Note—43p.; For a related document, see ED 236 108.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Standards, Annotated Bibliographies, Comparative Education, Educational Administration, Educational Development, Educational Finance, *Educational Practices, Elementary Secondary Education, Foreign Countries, Higher Education, Libraries, Literacy, Medical Education, Professional Education, Second Language Instruction, Teaching Methods, Technical Education, Tests, Textbooks, Womens Education

Identifiers—*Pakistan

Government publications, monographs, and newspaper and journal articles dealing with education in Pakistan are cited in this annotated bibliography. All items included were published between April and June 1982. Entries are listed alphabetically under the following subject headings: administration, organization, and financing of education; curriculum; education goals; elementary secondary education; examinations; higher education; languages; libraries; literacy; children's literature; medical education; professional education; science education; teachers; technical education; women's education; general; and textbooks. The publication

concludes with an author index. (LP)

ED 241 411 SO 015 442
Parisi, Lynn

China: Past and Present. A Supplemental Activity Unit on Chinese Culture for Grades 7-12.

Pub Date—82

Note—204p.; Best copy available; photographs will not reproduce well.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Art, *Asian Studies, Comparative Analysis, *Cross Cultural Studies, Economics, Education, Foreign Countries, Geography, Instructional Materials, Interdisciplinary Approach, Language, Learning Activities, Politics, Religion, Secondary Education, Social Studies, Units of Study

Identifiers—*China

Designed as a supplement to the classroom text, this unit contains 14 lessons on Chinese culture and society. Students are encouraged to compare the cultures of traditional and modern China as well as those of China and the United States. Materials are divided into two sections. The first section contains lesson outlines, including teaching plans, student activities, student handouts, and teacher background information. Topics covered include Chinese geography, the impact of geography on Chinese society, China's traditional religions, a comparison of Chinese and American world views, the Chinese language, education in traditional and modern China, traditional and modern Chinese art, the relationship between art and politics, the Chinese social order, communes, and Chinese economy. Student activities, many of which revolve around educational materials from the People's Republic of China, include conducting role plays, translating Chinese words, playing ancient and modern Chinese children's games, reading Chinese children's stories, analyzing and creating propaganda posters, learning Chinese calligraphy, holding a Chinese banquet, and creating a collage. The second section contains readings to accompany the foregoing lessons. Five appendices consist of a guide to spelling Chinese words, changes in the Chinese language, examples of Chinese art and calligraphy, Chinese landscape paintings, and a list of suggested resources. (LP)

ED 241 412 SO 015 446
Ridinger, Robert B. Comp.

Gay Studies Resource Guide.

Pub Date—Jan 83

Note—28p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Books, *Homosexuality, *Lesbianism, Periodicals, Resources, Sexuality

Over 100 resources on homosexuality are listed in this annotated bibliography. Citations are included under the following headings: bibliographies and reference sources, ERIC documents, journals and periodicals, and monographs. An additional section describes strategies for locating materials on homosexuality in the major social science, psychological, legal, and religion indexes. (LP)

ED 241 413 SO 015 447
Seifert, Bernice B.

Censorship: Challenges, Concerns and Cures.

Pub Date—Jan 84

Note—9p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Freedom, *Censorship, Classroom Environment, *Controversial Issues (Course Content), Critical Thinking, Educational Policy, Elementary Secondary Education, *Intellectual Freedom, Political Issues, Social Problems, *Social Studies, Teaching Conditions, Teaching Methods, Textbook Selection

While censorship pressures emanate from all points on the political spectrum at different times, the current censorship movement comes mostly from political conservatives. Censorship efforts by the Reagan administration include barring entry of foreign speakers whose views do not coincide with those of the administration, inhibiting the free flow of films between Canada and the United States, denying press coverage for controversial administration actions such as the invasion of Grenada, and enlarging the number of documents classified as secret. Social studies topics considered unacceptable

by some present-day censor groups include women's suffrage, civil rights, America as a nation of immigrants, American Indian experiences, Watergate, slavery, and global education. These efforts by the present administration and private groups have serious implications for social studies education, which emphasizes the development of students' awareness of and ability to deal with social issues. Several techniques are open to social studies teachers trying to eliminate censorship in the classroom. Among these are awareness of teacher self-censorship, respect for parents' rights, and encouragement of a clearly stated district policy on censorship. (LP)

ED 241 414 SO 015 448
Middleton-Cross Plains Music Curriculum,
1978-1979.

Middleton-Cross Plains Area School District, WI.
Pub Date—78
Note—315p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Concept Teaching, Curriculum Development, Curriculum Guides, Elementary Secondary Education, *Music Appreciation, *Music Education, Skill Development

Music instruction is organized by skill and concept in this 12-part curriculum guide. In parts 1 and 2, a statement of philosophy is followed by a conceptual chart providing an overview of the 1-12 curriculum by concept. Kindergarten curriculum is outlined in part 3. Part 4, which outlines concept development for grades 1 through 6, is subdivided into sections on rhythm, melody, form, tone color, texture, tonality, dynamics, and style. Part 5 presents the curriculum by grade level for secondary education. Each course description includes goals and specific skills and content covered. Parts 6 through 8 present band, chorus, and orchestra offerings. Description and location of music texts and equipment are listed in parts 9 and 10. The final sections contain an evaluation strategy and recommendations for implementation. (LP)

ED 241 415 SO 015 451

Brown, Jennifer S. H.
The Fur Trade as an Environment for Education:
Problems and Implications from Hudson Bay.
Pub Date—83

Note—16p.; Paper presented at the Conference on the History of Education (Vancouver, British Columbia, Canada, October 14-16, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), *American Indians, *Canada Natives, Cross Cultural Studies, Education, *Educational Environment, Ethnic Groups, Ethnic Relations, Intercultural Communication, Intermarriage, Land Settlement, Local History, Social Change, *Social History, Social Influences, Social Integration

Identifiers—*Canada, *Fur Trade, Hudson Bay
Fur trade settlements in North America were a fertile environment for cultural education. The fur trade became a network of closely linked social spheres in which individuals had to acquire competence in order to function and survive. The Hudson Bay Company's decision to plant permanent posts on the shores of the Hudson Bay put settlers and their Indian trading partners into a new and dynamic set of relationships. Learning curves rose sharply as each side adjusted to the other. For the Indians, the trading posts represented a new social order, new economic values and commodities, and strange religious influences. For the European traders, the posts meant adjustment to a new geographic environment, diplomatic demands, and a changed governmental organization. Longterm developments included increased economic awareness on the part of the Indians and a changed socioeconomic hierarchical structure for the Indians and the European settlers. Ultimately, European settlers and Indians intermarried, forming a new society which was a specialized intersection and mutual adaptation of white and native social spheres. (LP)

ED 241 416 SO 015 452
Meijer, Henk
I.D.G. Bulletin 1982/83.

Information and Documentation Centre for the Geography of the Netherlands, Utrecht.
Pub Date—83

Note—61p.; For a related document, see ED 232 938. Photographs and maps may not reproduce

clearly.

Journal Cit—I.D.G. Bulletin; Eighth Edition 1982-83
Pub Type—Reference Materials - Geographic (133) — Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Conflict, Economic Development, Economic Factors, Environment, Environmental Influences, *Geographic Regions, Higher Education, Maps, Natural Resources, *Physical Geography, *Regional Characteristics, Resource Materials, Statistical Data

Identifiers—*Netherlands

Four articles contained in this bulletin focus on the geography of the Netherlands. The first article deals with the "Northern" Netherlands, i.e., the provinces of Groningen, Friesland, and Drenthe. Special attention is paid to the themes of the conflict between economic and environmental issues, the rich variety of landscapes and settlement forms, and the stagnating economic development in this region. The second article presents a selection of recent statistics about themes that arise frequently in the geography education of other countries. Statistics are given for the population and area, economically active population, exploitation of minerals and manufacturing industry, foreign trade, and tourism and holiday traffic. The third article focuses on the latest developments in matters such as traffic, water economy, and physical planning. Also included is a list of museums, information services, and other institutions of interest to geographers. The final article gives a brief review of the activities of the Information and Documentation Centre for the Geography of the Netherlands during the past year. The appendix lists a number of recent publications in the field of geography of the Netherlands. (LP)

ED 241 417 SO 015 457

Brown, Pat
Native Americans: An Elementary Art Unit.
Area Education Agency 7, Cedar Falls, IA.
Pub Date—[80]

Note—47p.; Bead projects on pages 33-37 of the original document are missing and have not been reproduced here. Navajo language chart on page 10 contains small type.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*American Indian Culture, *American Indians, Art Activities, *Art Products, Elementary Education, *Geographic Regions, *Handicrafts, Illustrations, Learning Activities, Navajo, Symbolism, Teacher Developed Materials, *Tribes, Units of Study

Identifiers—Hopi (Tribe), Kwakiutl (Tribe), Mesquakie (Tribe), Navajo (Nation), PF Project, Sioux (Tribe), Tlingit (Tribe)

This elementary art unit, which exposes students to the art and culture of American Indian tribes, is divided into four sections. Each section deals with a geographical area and a tribe or tribes within that area. Background information precedes instructions for art projects related to specific tribes. The influence of the environment on culture and art is stressed and special rituals and customs are related to specific art forms. The areas, the tribes, and the art projects are as follows: (1) Southwest (Hopi, Navajo)—thunderbird designs, sandpainting, and Kachina dolls; (2) Plains (Sioux)—blanket designs, a hide project, and war shields; (3) Northwest (Tlingit, Kwakiutl)—totem pole projects; and (4) Woodland (Mesquakie)—beadwork projects. Additional materials in this unit include a list of Navajo words and symbols, descriptions of several types of Kachina dolls, illustrations of American Indian symbols and designs, a list of sources for bead supplies, and extra activities consisting of coloring sheets and hidden pictures. A 17-item bibliography lists books on Indian arts and crafts, designs, tribes, totems, and beadwork. This document is part of a collection of material from the Iowa Area Education Agency 7 Teacher Center project. (EM)

ED 241 418 SO 015 458

Picht, Harriet
Music Curriculum for Kindergarten.
Area Education Agency 7, Cedar Falls, IA.
Pub Date—[80]

Note—119p.; The appendix referred to on page two is not included in the document and has not been reproduced here.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Animals, Behavioral Objectives, Curriculum Guides, Interdisciplinary Approach, Kindergarten, Learning Activities, *Music Activities,

*Music Education, Resource Materials, Self Concept, *Sequential Approach, Singing, Units of Study

Identifiers—Christmas, Circuses, Halloween, *Holidays, PF Project, *Seasons, Songs, Thanksgiving, Valentines Day

This kindergarten music curriculum provides a year-long program of a sequenced series of activities designed to develop music concepts. Topics of the units in this guide are: self-concept (beginning of the year), fall, Halloween, Thanksgiving, Christmas, winter, a circus, Valentine's Day, spring, and farms. A scope and sequence chart of concepts is included which shows the unit in which each concept is introduced and where it is reinforced. The activities are written to cover a 15 minute per day music program for units that last from 2 to 3 weeks. At the end of each unit, additional resource records are listed. After the last unit there is a selection of nine additional activities covering beat, meter, rhythm patterns, tone-matching, dynamics, form, tone color, harmony, listening experiences, and music interest centers. A bibliography of 15 books and 25 record resources is also included. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (EM)

ED 241 419 SO 015 459

Floghoft, Debra
Masks and Other Disguises.
Area Education Agency 7, Cedar Falls, IA.
Pub Date—[80]

Note—20p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Art Activities, *Design Crafts, Elementary Education, Guidelines, *Handicrafts

Identifiers—*Masks, PF Project

Instructions for making simple masks are provided in this guide for teachers of elementary children. Directions with illustrations are given for constructing masks from paper plates, construction paper, plastic milk jugs, and papier-mache. Ideas include a clown mask, a flower mask, a top hat, a paper crown, and "Groucho" glasses. Types of masks include headband styles, cone face masks, cone hat masks, and formed paper masks. Suggestions for needed supplies, teacher preparation, student motivation, and construction procedures are given for the 14 designs. This document is part of a collection of materials from the Iowa Education Agency 7 Teacher Center project. (JW)

ED 241 420 SO 015 462

Ratcliff, Dolores
40 Communiques for Intermediate, Junior High, & Secondary Teachers.
Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—29p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Assignments, *Classroom Communication, Intermediate Grades, Parent Teacher Cooperation, Recognition (Achievement), Records (Forms), Secondary Education, *Student Motivation, *Student Teacher Relationship, *Verbal Communication

Identifiers—PF Project

Forty different forms which can be used for written communication with upper elementary and secondary students are presented in a reproducible format. The forms were created to fill a need for providing students at these levels with motivational notes. Drawings and messages based on a variety of themes are used to make the notes interesting. Suggested uses for the forms are (1) to recognize students who tried but were not quite successful; (2) to provide absent students with assignments; (3) to tell students in a positive way to finish their assignments; (4) to suggest that students come in for extra help; (5) to provide help in organizing the week's assignments; and (6) to recognize student birthdays. Forms for communicating with parents and resource teachers are also included. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

ED 241 421 SO 015 464

Sauer, Michael J.
Individualized Learning Package about Etching.
Area Education Agency 7, Cedar Falls, IA.
Pub Date—[80]

Note—22p.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Art Activities, Behavioral Objectives, *Individualized Instruction, Learning Activities, Learning Modules, *Printing, Secondary Education, Teacher Developed Materials, Units of Study

Identifiers—*Etching, PF Project, *Printmaking
An individualized learning package provides step-by-step instruction in the fundamentals of the etching process. Thirteen specific behavioral objectives are listed. A pretest, consisting of matching 15 etching terms with their definitions, is provided along with an answer key. The remainder of the learning package teaches the 13 steps of the process in the following sections: preparing the plate, applying the hard ground, drawing the image, stopping-out the back side, using acid, cleaning after biting, heating the plate, inking, wiping, preparing the paper, using the press, removing the print, and cleaning after printing. Each section lists supplies and tools needed and gives the steps of instruction. Several checkpoints (inspections by the instructor) are provided for in the course of the learning package. The evaluation consists of taking both the plate and the print to the instructor for a final checkpoint. Three books on etching and printmaking are listed in the brief bibliography. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (EM)

ED 241 422 SO 015 467

Laube, Dave Litterer, Dick
Reasoning in an American Society: A Unit on Logic.

Area Education Agency 7, Cedar Falls, IA.
Pub Date—[80]

Note—69p; Stories on pages 64-72 of the original document are copyrighted and have not been reproduced here.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Course Content, Course Descriptions, Deduction, High Schools, Induction, Learning Activities, *Logic, *Logical Thinking, Teaching Guides, Units of Study, *Validity
Identifiers—*Fallacies, PF Project

A content outline, learning exercises, and student handouts for a high school unit on logic are presented. The following 11 modules are included: (1) introduction; (2) deductive logic; (3) inductive logic; (4) fallacy: an introduction; (5) fallacy of ambiguity; (6) fallacies of presumption: overlooking the facts; (7) fallacies of presumption: evading the facts; (8) fallacies of presumption: distorting the facts; (9) fallacies of relevance; (10) listening with logic; and (11) review. Seven teaching aids are offered which are designed to be given to students as study aids and learning exercises. The topics of the teaching aids are: thinking aids, blocks to logical thinking, general principles of nonsense, exercises in fallacies, examples of fallacies, and commonly used nonsense examples. Two additional teaching aids were removed due to copyright restrictions. A 10-item selected bibliography of books on logic is included. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

ED 241 423 SO 015 479

Goodman, Jesse Melcher, Kate
Culture at a Distance: An Anthrological Approach to Cross Cultural Education.

Pub Date—Apr 84

Note—20p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 21-27, 1984).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anthropology, Comparative Analysis, Course Descriptions, *Cross Cultural Studies, Cultural Context, Curriculum Development, Educational Objectives, Elementary Secondary Education, Ethnic Studies, Folk Culture, Foreign Countries, *Global Approach, *Literature, Social Studies, *Teaching Methods

Identifiers—Ashanti, West Africans

Although most educators agree that cross cultural education is a valuable component of the curriculum and that it offers students the opportunity to understand differences and commonalities among people, there is little agreement about how to teach such a subject. An anthrological approach to this discipline helps students understand and appreciate other cultures by narrative portrayals of the lif-

styles, customs, and values of different ethnic groups. This portrayal can best be developed in the classroom through the use of a given culture's oral and/or written literature, and through implementation of learning activities that encourage students to actively use their powers of imagination, speculation, and reason. If educators are serious about increasing children's appreciation and understanding for different cultures, then they must explore and use resources that capture students' interests and spark their intellect. A case study of a unit using stories from the Ashanti people of West Africa demonstrates this approach in practice. (LP)

ED 241 424 SO 015 480

Sanders, C. Gerald
Climatic Change and the Classroom: A Teaching Aid to Understanding.

Pub Date—Oct 83

Note—20p; Small print on several figures may not reproduce well. Paper presented at the National Council for Geographic Education Conference (Ocho Rios, Jamaica, October 23-28, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Climate, Concept Teaching, *Environmental Influences, Geographic Regions, *Geography Instruction, Instructional Materials, Models, Physical Environment, Postsecondary Education, Secondary Education, *Thermal Environment, Visual Aids

Equable climates with mild winters and summers are more likely to maintain snow or ice cover in high latitudes than extreme climates having colder winters and hotter summers. A simplified version of the Milankovitch cycles can be used to develop a model instructors can use in their classes to illustrate the orbital variations producing either equable or extreme climatic conditions. This model, suitable for high school or college use, uses sinusoidal, linear, and hand-drawn representations rather than sophisticated calculations and constructions to convey an understanding of how the earth's orbital variations affect climate. The model encourages students to think about the complex interactions of a few of the climate inputs and to experiment to match the known climate record. An appendix contains diagrams of the earth's rotation and its effects on climate. (Author/LP)

ED 241 425 SO 015 481

Wallace, Richard Cheever
Applying Sociology to the Teaching of Applied Sociology.

Pub Date—Nov 83

Note—12p; Paper presented at the Annual American Sociological Association Meeting (Detroit, MI, August 31-September 4, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Descriptions, Course Organization, Higher Education, Research Methodology, *Social Action, Social Change, *Social Problems, Social Responsibility, Social Science Research, *Sociology, Student Participation, *Student Projects, Student Research, Student Responsibility, Theories, Values Education
Identifiers—*Applied Sociology

A college-level applied sociology course in which students use sociological theory or research methodology to solve social problems is described. Guidelines for determining appropriate projects are: (1) the student must feel there is a substantial need for the project; (2) the project must be approachable through recognized sociological techniques; and (3) the project must be feasible within the time frame of the course. Some projects students have conducted are described, e.g., they have built new social organizations and started a babysitting service as a shelter for potential child-abuse victims. In organizing and structuring the course, principles from classic sociological theories are used, and this strategy is shared with students. For example, sensitized to anomie by Emile Durkheim, the author took care when structuring this course to clearly draw norms. Students are expected to contribute much of the direction for their project. However, structure is provided through weekly group meetings, a private consulting session, and a student journal containing weekly progress reports. Research techniques used in the projects include experiments, survey research, field work, and documents analysis. One of the biggest challenges is helping the students deal

with values. (RM)

ED 241 426 SO 015 482

Maccoll, Peter Fennell, Paul
Teaching Social Science Skills. Social Science Skills Book 1.
Curriculum Development Centre, Canberra (Australia).

Report No.—ISBN-0-642-96292-8

Pub Date—82

Note—81p; For related documents, see SO 015 483-485.

Available from—Curriculum Development Centre, P.O. Box 52, Dickson, A.C.T. 2602, Australia (\$5.95).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Communication Skills, Comparative Education, Core Curriculum, Curriculum Design, Educational Trends, Foreign Countries, Inquiry, Secondary Education, *Skill Development, Social Sciences, *Social Studies, Social Values, Teaching Guides

Identifiers—Australia, Social Participation

One of a series of publications to assist Australian secondary school teachers in the area of social studies skill development, this booklet provides an introduction to basic social studies skills and their implications for classroom teaching. Following an introduction, part 1 examines current curriculum trends in Australia. Included in the discussion are the need for curriculum balance, the nature of core curriculum, and changes in teaching strategies, resources, and methods. Part 2 defines the educational content of social sciences, as well as its aims, skills, attitudes, and values. Part 3 focuses on the place and function of skill development in social science education. The skills of inquiry, communication, and social participation are discussed. Classroom strategies for developing student skills are outlined in part 4. Part 5 provides an outline of social science skills by category. Part 6 contains an instrument for planning a social science program. The final part is a case study of a model skills program. A bibliography and list of resources conclude the booklet. (LP)

ED 241 427 SO 015 483

Kelly, Howard And Others
Finding the Facts. Social Science Skills Book 2.
Curriculum Development Centre, Canberra (Australia).

Report No.—ISBN-0-642-96293-6

Pub Date—82

Note—42p; Photographs may not reproduce well. For related documents, see SO 015 482-485.

Available from—Curriculum Development Centre, P.O. Box 52, Dickson, A.C.T. 2602, Australia (\$3.95).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Resources, *Data Collection, Foreign Countries, Instructional Materials, Learning Activities, Library Collections, Library Materials, Map Skills, Mathematics Skills, Secondary Education, *Skill Development, *Social Science Research, *Social Studies, Study Habits

Identifiers—Media Use

One of a series of publications to assist Australian secondary school instructors in teaching social studies skills, this booklet introduces students to methods of using the library, media, and local community for data collection. Ten chapters provide a wide variety of activities for using the library; studying the local community; using street directories, local maps, and the telephone directory; using atlases; making phone calls; writing letters; analyzing photographs; working with figures; and reading the local newspaper. A final chapter contains exercises to aid students in taking notes and organizing information. Each chapter is illustrated with numerous photographs, drawings, and charts. A list of useful resources concludes the publication. (LP)

ED 241 428 SO 015 484

King, Andrew And Others
Social Survey. Social Science Skills Book 3.
Curriculum Development Centre, Canberra (Australia).

Report No.—ISBN-0-642-96294-4

Pub Date—82

Note—68p; For related documents, see SO 015 482-485.

Available from—Curriculum Development Centre, P.O. Box 52, Dickson, A.C.T. 2602, Australia

(\$3.95).
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Data Collection, Experiential Learning, Foreign Countries, Inquiry, Instructional Materials, Interviews, Learning Activities, Opinions, Sampling, Secondary Education, *Skill Development, *Social Science Research, Social Studies, *Surveys

Identifiers—Australia

One of a series of Australian publications on social studies skill development, this booklet introduces secondary students to survey techniques and their applications for gathering data in the school and community. Following an introduction, material is divided into eight chapters. Topics covered are the nature and stages of a social survey, techniques of data collection and analysis, the advantages and disadvantages of different data-gathering techniques, and hints for conducting an effective social survey. A final chapter lists social science survey projects conducted by Australian secondary schools between 1975 and 1976. A list of resources concludes the publication. (LP)

ED 241 429 SO 015 485

Davidson, W. Breckon, C.

Presenting Information. Social Science Skills

Book 4.

Curriculum Development Centre, Canberra (Australia).

Report No.—ISBN-0-642-96295-2

Pub Date—82

Note—67p; For related documents, see SO 015 482-484.

Available from—Curriculum Development Centre, P.O. Box 52, Dickson, A.C.T. 2602, Australia (\$3.95).

Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Communication Skills, Display Aids, Foreign Countries, Graphs, Illustrations, Instructional Materials, Learning Activities, Secondary Education, *Skill Development, Social Sciences, *Social Studies, Speech Communication, Three Dimensional Aids, Visual Aids, Writing Skills

One of a series of Australian publications on social studies skill development, this booklet helps secondary students develop their communication skills. Following notes to the teacher, the booklet is divided into seven chapters. Chapter 1 provides students with an introductory topic and activities for preparing a visual presentation of that topic. Chapter 2 focuses on preparing written presentations. Several activities illustrating ways in which graphic drawings can simplify the presentation of complex material are contained in chapter 3. Chapter 4 examines various types of graphs and their uses while chapter 5 contains application activities for developing graphing skills. Suggestions for giving oral presentations are provided in chapter 6. The final chapter discusses types of three-dimensional and display presentations. The publication concludes with a list of useful resources. (LP)

ED 241 430 SO 015 486

Psychosocial Aspects of Nuclear Developments.

Task Force Report 20.

American Psychiatric Association, Washington, D.C.

Report No.—ISBN-0-89042-220-6

Pub Date—Dec 81

Note—105p.

Available from—American Psychiatric Press, Inc., 1400 K St., N.W., Washington, DC 20005 (\$12.00).

Pub Type— Opinion Papers (120) — Books (010)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Child Psychology, Child Welfare, *Emotional Adjustment, *Emotional Disturbances, Emotional Response, International Relations, Mental Health, *Nuclear Energy, Nuclear Power Plants, Nuclear Technology, *Nuclear Warfare, Physical Health, Political Issues, Psychological Evaluation, *Psychological Studies, *Psychology, Social Influences

Identifiers—Pennsylvania (Three Mile Island), Terrorism

This is the report of a task force formed to bring psychological understanding to bear on the various aspects of the development of nuclear arms and nuclear energy and the threat they pose to human physical, mental, and emotional health. The first of

seven articles considers the sociopsychological aspects of the nuclear arms race. Other articles address the emotional responses to nuclear issues and terrorism, United States-Soviet relations in the nuclear context, the relationship of secrecy to nuclear developments, the impact of nuclear developments on children and adolescents, and the psychological aspects of the accident at Three Mile Island. A concluding article reviews relevant literature. (LP)

ED 241 431 SO 015 487

Brownlow, David. And Others

The Computer and Society: Our Servant-Our Master? A Unit of the Social Education Materials Project, "People and Change."

Spons Agency—Curriculum Development Centre, Canberra (Australia); Tasmanian Education Dept., Hobart (Australia).

Report No.—ISBN-0642-96251-0

Pub Date—77

Note—33p; Developed by the Tasmanian Social Education Materials Project Team. Photographs and charts printed on dark background may not reproduce clearly.

Available from—Curriculum Development Centre, P.O. Box 52, Dickson A.C.T. 2602, Australia (\$3.95).

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Artificial Intelligence, *Computers, *Computer Science, Futures (of Society), Instructional Materials, Secondary Education, Social Environment, Social Influences, Social Sciences, *Technological Advancement, *Telecommunications

Arranged in three sections, this resource for secondary school students provides an introduction to the computer's impact on society. The first section surveys historical methods of recording and storing information: clay tablets, papyrus, and books. The second section describes how computers work and ways they can be used. Also considered are the effects of computer technology on medicine, space travel, shopping, traffic control, and money. The final section discusses some of computer technology's potential problems, such as invasion of privacy, depersonalization, development of a police state, computer crime, and a machine-controlled society. A glossary of computer terms is included. (LP)

ED 241 432 SO 015 488

Bouvier, Leon F.

Planet Earth, 1984-2034: A Demographic Vision.

Population Reference Bureau, Inc., Washington, D.C.

Pub Date—Feb 84

Note—45p; Photographs and charts printed on colored paper may not reproduce well.

Journal Cit—Population Bulletin; v39 n1 Feb 1984

Pub Type— Information Analyses (070) — Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Birth Rate, Demography, Developed Nations, Developing Nations, Economic Factors, *Futures (of Society), Global Approach, Population Distribution, *Population Growth, *Population Trends, Rural to Urban Migration, Social Science Research, World Affairs, World Problems

In recognition of the 1984 World Population Conference, this booklet examines the current state of world population and presents speculations on what it might be 50 years from now. World population, now close to 4.8 billion and growing at 1.8 percent a year, is being shaped by three demographic phenomena: prolonged below-replacement fertility in developed nations; rapid growth despite falling fertility in developing nations, due to earlier rapid mortality decline; and rapid urbanization in developing nations and unprecedented migration from poor to better-off nations. Nondemographic factors related to population change in the next 50 years are predicted to be: no world war, global resource adequacy, rapid scientific and technological progress, demise of capitalism and communism, and greatly increased aid from advanced to less advanced nations. By the year 2034, nations may be divided into service/information societies, where immigration balances low fertility to prevent population decline; industrialized nations with fertility at replacement level; developing nations in sight of replacement-level fertility; and least developed nations with critical demographic problems. Zero population growth is possible in another 50 years, but only if humankind acts to see that the stated nondemographic assumptions are borne out. (Author/LP)

ED 241 433 SO 015 489

Burns, John W.

Paideia: Origins.

Pub Date—25 Nov 83

Note—10p; Paper presented at the Annual Meeting of the National Council for the Social Studies (San Francisco, CA, November 25, 1983).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Rearing, Educational History, *Educational Objectives, Educational Philosophy, *Educational Practices, Elementary Secondary Education, *Equal Education, *Greek Civilization, Greek Literature

Identifiers—Adler (Mortimer), *Paideia Proposal

The ideas in Mortimer Adler's educational manifesto, "The Paideia Proposal," are compared to the Greek concept of paideia (meaning upbringing of a child) and discredited. Committed to universal education, Adler wants schooling based on a set of uniformly applied objectives achieved by packaging pre-organized knowledge in established areas of study. Adler would have been comfortable in ancient Greece, for they too had their world under control. Both the Athenian and the Spartan concepts of paideia were the same: all students were subjected to the same objectives; the curriculum was universal and administered with equal treatment of all. There was no individual choice. For example, in Athens the ideas of the sophists who challenged traditional educational practices were received merely as ideas. Although they might enrich social exchanges in the agora, ideas were hardly the stuff from which social reform might flow. Adler's proposal parallels the Athenian treatment of the sophists, i.e., it removes the social dimension from study. The educational process in his manifesto is one of cultural replication, but it does not promote growth. (RM)

ED 241 434 SO 015 490

Garraty, Dennis J.

DRAWs: Development of Reading and Writing in

Social Studies. Teacher's Guide.

Vista Unified School District, Calif.

Pub Date—82

Note—399p; For the individual social studies units, see SO 015 491-497.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Adult Education, Beliefs, Consumer Education, Consumer Protection, *Content Area Reading, Continuing Education, Current Events, Education, Energy, High Schools, Individualized Instruction, Instructional Materials, Interdisciplinary Approach, Language Arts, Learning Activities, Low Achievement, Nontraditional Education, Religion, Remedial Instruction, *Remedial Programs, Revolution, Sequential Approach, Skill Development, Slow Learners, *Social Studies, Teaching Guides, Technology, Units of Study, Writing (Composition), *Writing Skills

The teacher's guide outlines seven individual social studies units designed to help low achieving students develop reading and writing skills. Following a preface on reading and writing in the content area, material is divided into seven sections which cover the program units on religion, "isms," education, energy, technology, revolution, and consumerism. These themes use current events as a motivator to teach reading, writing, and social studies. The seven units are sequential in order of difficulty, beginning at the fourth grade level of readability. Project procedures and materials can be used for high school classes, individual study in alternative and continuing high schools, and adult education classes. Following a uniform format, sections include teacher instructions, a study guide, quizzes, a unit test, and answer keys for 11 exercises. (LP)

ED 241 435 SO 015 491

Garraty, Dennis J.

Religion Theme.

Vista Unified School District, Calif.

Pub Date—82

Note—30p; For the teacher's guide, see SO 015 490; for other social studies units, see SO 015 492-497.

Pub Type— Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Anthropologies, Christianity, *Content Area Reading, Continuing Edu-

cation, Cultural Context, Current Events, High Schools, Individualized Instruction, Instructional Materials, Interdisciplinary Approach, Islamic Culture, Judaism, Language Arts, Learning Activities, Low Achievement, Nontraditional Education, *Religion, Religious Factors, Remedial Instruction, *Remedial Programs, Skill Development, Slow Learners, *Social Studies, Teaching Guides, Units of Study, Writing (Composition), Writing Skills

One of a series of seven units designed to develop the reading and writing skills of low achievers in the social studies, this activity book focuses on the theme of religion. The booklet can be used for high school classes, individual study in alternative and continuing high schools, and adult education classes. An introduction to polytheism and monotheism precedes sections on Judaism, Islam, Mohammed, Christianity, and modern changes in religion. Each section contains a brief reading stressing vocabulary development and skill in distinguishing sounds. Writing activities are provided in the separate teacher's guide. (LP)

ED 241 436 SO 015 492

Garrahy, Dennis J.
"Jams" Theme.
Vista Unified School District, Calif.
Pub Date—82

Note—51p.; For the teacher's guide, see SO 015 490; for other social studies units, see SO 015 491-497.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Anthologies, *Beliefs, Capitalism, Communism, *Content Area Reading, Continuing Education, Current Events, Fascism, High Schools, Individualized Instruction, Instructional Materials, Interdisciplinary Approach, Language Arts, Learning Activities, Low Achievement, Nontraditional Education, *Political Influences, *Political Science, Remedial Instruction, *Remedial Programs, Revolution, Skill Development, Slow Learners, Socialism, *Social Studies, Teaching Guides, Units of Study, Writing (Composition), Writing Skills

Identifiers—Hitler (Adolf), Mussolini (Benito), Russia, Russian History

One of a series of social studies units designed to develop the reading and writing skills of low achievers, this student activity book focuses on the theme of political systems and beliefs. The unit can be used for high school classes, individual study in alternative and continuing high schools, and adult education classes. Following an introduction to political systems, the unit is divided into sections on communism, fascism, Adolf Hitler, socialism, and capitalism. Each section contains a short reading which places the political system in its historical context. Vocabulary and skill in distinguishing sounds are stressed throughout. An appendix contains supplementary readings and comprehension exercises on the Russian Revolution and Mussolini, and a comparison of the different political systems. (LP)

ED 241 437 SO 015 493

Garrahy, Dennis J.
Education Theme.
Vista Unified School District, Calif.
Pub Date—82

Note—42p.; For the teacher's guide, see SO 015 490; for other social studies units, see SO 015 491-497.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Anthologies, *Content Area Reading, Continuing Education, Current Events, *Education, Educational Change, Educational History, Futures (of Society), High Schools, Individualized Instruction, Instructional Materials, Interdisciplinary Approach, Language Arts, Learning Activities, Low Achievement, Nontraditional Education, Remedial Instruction, *Remedial Programs, School Desegregation, *Schools, Skill Development, Slow Learners, *Social Studies, Teaching Guides, Units of Study, Writing (Composition), Writing Skills

One of a series of social studies units designed to develop the reading and writing skills of low achievers, this student activity book focuses on the theme of education. The unit can be used for high school classes, individual study in alternative and continuing high schools, and adult education classes. Following an introduction, the unit is divided into

sections which cover the history of education, modern educational systems, and the future of education. Each section contains a reading which stresses development of vocabulary and aural distinction skills. An appendix contains readings and exercises which discuss public reactions to American schools and desegregation. (LP)

ED 241 438 SO 015 494

Garrahy, Dennis J.
Energy Theme.
Vista Unified School District, Calif.
Pub Date—82

Note—62p.; For the teacher's guide, see SO 015 490; for other social studies units, see SO 015 491-497.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Anthologies, *Content Area Reading, Continuing Education, Current Events, *Energy, Energy Conservation, Environmental Standards, Futures (of Society), High Schools, Individualized Instruction, Instructional Materials, Interdisciplinary Approach, Language Arts, Learning Activities, Low Achievement, Nontraditional Education, Nuclear Energy, Remedial Instruction, *Remedial Programs, Skill Development, Slow Learners, *Social Studies, Teaching Guides, Tests, Units of Study, Writing (Composition), Writing Skills

Identifiers—Pennsylvania (Three Mile Island)

One of a series of social studies units designed to develop the reading and writing skills of low achievers, this student activity book focuses on the theme of energy. The unit can be used for high school classes, individual study in alternative and continuing high schools, and adult education classes. Separate sections cover early sources of energy, present-day sources of energy, energy waste in the United States, energy and the environment, conservation, and future sources of energy. Each section consists of a reading stressing vocabulary development and recognition of sounds. Additional sections contain definitions of the more important energy words, cartoons illustrating energy supply and demand in the United States, and an energy I.Q. test. Readings in the appendix illustrate the problems of pollution, nuclear energy, and the incident at Three Mile Island. Reading comprehension exercises are included. (LP)

ED 241 439 SO 015 495

Garrahy, Dennis J.
Revolution.
Vista Unified School District, Calif.
Pub Date—82

Note—36p.; For the teacher's guide, see SO 015 490; for other social studies units, see SO 015 491-497.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Anthologies, Beliefs, Conflict Resolution, *Content Area Reading, Continuing Education, *Controversial Issues (Course Content), Current Events, Dissent, Economic Factors, High Schools, Individualized Instruction, Instructional Materials, Interdisciplinary Approach, Language Arts, Learning Activities, Low Achievement, Nontraditional Education, Political Influences, *Political Issues, Remedial Instruction, *Remedial Programs, *Revolution, Skill Development, Slow Learners, Social Change, Social Influences, *Social Studies, Teaching Guides, Units of Study, Writing (Composition), Writing Skills

Identifiers—French Revolution, Hippias, Iran, Khomeini (Ayatollah Ruhollah), Terrorism, Vietnam War

One of a series of social studies units designed to develop the reading and writing skills of low achievers, this student activity book focuses on the theme of revolution. The unit can be used for high school classes, individual study in alternative and continuing high schools, and adult education classes. Following an introduction, material is divided into separate sections on the French Revolution, terrorism, military coups d'état, intellectual and social revolutions, and present-day examples of revolutions. Topics covered within these sections include the reign of the Ayatollah Khomeini, draft dodgers, the hippies, and the war in Vietnam. Each section consists of a reading which combines social studies information with the development of vocabulary and aural discrimination skills. The appendix con-

tains an additional reading on the Ayatollah Khomeini. (LP)

ED 241 440 SO 015 496

Garrahy, Dennis J.
Technology Theme.
Vista Unified School District, Calif.
Pub Date—82

Note—68p.; For the teacher's guide, see SO 015 490; for other social studies units, see SO 015 491-497.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Anthologies, *Content Area Reading, Continuing Education, Current Events, High Schools, Individualized Instruction, *Industrialization, Instructional Materials, Interdisciplinary Approach, Language Arts, Learning Activities, Low Achievement, Nontraditional Education, Remedial Instruction, *Remedial Programs, Skill Development, Slow Learners, Social Environment, *Social Studies, Teaching Guides, *Technological Advancement, *Technology, Units of Study, Writing (Composition), Writing Skills

Identifiers—Industrial Revolution

One of a series of social studies units designed to develop the reading and writing skills of low achievers, this student activity book focuses on the theme of technology. The unit can be used for high school classes, individual study in alternative and continuing high schools, and adult education classes. Material is divided into four sections. Section one contains a reading which describes the Industrial Revolution and the growth of modern technology. Section 2 describes the age of the steam engine. Sections 3 and 4 examine the effects of industrialization on society and on the modern world. Each section contains a reading which stresses vocabulary development and aural discrimination. Appendices contain a variety of reading and writing exercises, including a story about a job interview, and stories about the Industrial Revolution and the assembly line. (LP)

ED 241 441 SO 015 497

Garrahy, Dennis J.
Consumerism Theme.
Vista Unified School District, Calif.
Pub Date—82

Note—63p.; For the teacher's guide, see SO 015 490; for other social studies units, see SO 015 491-496.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Advertising, Anthologies, Budgeting, *Consumer Education, *Consumer Protection, *Content Area Reading, Continuing Education, Current Events, *Economics Education, High Schools, Individualized Instruction, Instructional Materials, Interdisciplinary Approach, Language Arts, Learning Activities, Low Achievement, Marketing, Nontraditional Education, Remedial Instruction, *Remedial Programs, Skill Development, Slow Learners, *Social Studies, Teaching Guides, Units of Study, Writing (Composition), Writing Skills

Identifiers—Supply and Demand

One of a series of social studies units designed to develop the reading and writing skills of low achievers, this student activity book focuses on the theme of consumerism. The unit can be used for high school classes, individual study in alternative and continuing high schools, and adult education classes. Following an introduction, five sections cover supply and demand, trade-offs, factors of production, advertising, and the market chain. Each section consists of a short reading stressing vocabulary development and aural discrimination. An appendix contains seven exercises to accompany the readings in the text. Activities focus on reading comprehension and incorporate the topics of stores, comparative shopping, bargains, budgeting, and shopping. (LP)

ED 241 442 SO 015 498

Elementary Social Studies Curriculum Guide.
Grade 1, School and Family.
Saginaw Public Schools, Mich.
Pub Date—83

Note—108p.; For related documents, see ED 240 048 and SO 015 499-503.

Available from—School District of the City of Saginaw, 550 Millard St., Saginaw, MI 48607 (\$4.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Behavioral Objectives, *Course Content, Curriculum Development, Curriculum Guides, Economics Education, *Educational Environment, *Family (Sociological Unit), Grade 1, Learning Activities, Primary Education, Self Concept, Sequential Approach, Skill Development, Social Environment, Social History, *Social Studies

Identifiers—Rule Learning

One of a series of social studies curriculum guides, this publication outlines a first grade course on "school and the family." Material is presented in two parts. Part 1 contains an overview of the program. An introduction and statement of philosophy precede the following sections: an outline of grades 1-6 scope and sequence; description of Michigan mandated essential skill and knowledge objectives for primary grade social studies; a statement of scope for grade 1; and a list of the 7 units, strands, and goals for grade 1. Part 2 outlines each of the 7 units in more detail, providing suggestions for the teaching of each. The titles of units described are: Feeling Good about Myself and Others; Learning by Doing; Rules Help Me to Grow; People and Places, Past and Present; Places That Surround Me; Earning and Spending; One World, Many People; and Problems We Live With. (LP)

ED 241 443 SO 015 499

Elementary Social Studies Curriculum Guide.

Grade 2. Neighborhoods.

Saginaw Public Schools, Mich.

Pub Date—83

Note—112p. For related documents, see ED 240 048 and SO 015 498-503.

Available from—School District of the City of Saginaw, 550 Millard St., Saginaw, MI 48607 (\$4.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Behavioral Objectives, Classroom Environment, Community Characteristics, *Course Content, Curriculum Development, Curriculum Guides, Decision Making, Economics Education, Educational Environment, Family Problems, Grade 2, Group Dynamics, Learning Activities, *Neighborhoods, Primary Education, Sequential Approach, Skill Development, Social Environment, Social History, *Socialization, Social Problems, *Social Studies, Units of Study

Identifiers—Rule Learning

One of a series of social studies curriculum guides, this publication outlines a second-grade course on neighborhoods. Material is presented in two parts. Part 1, an overview of the program, contains an introduction, a statement of philosophy, an outline of the elementary level scope and sequence, a description of Michigan mandated essential skill and knowledge objectives for primary grade social studies, a statement of scope for grade 2, and a list of the 8 units, strands, and goals for grade 2. The titles of the units described are: Me, Home, and School; Decision Making; Classroom and School Rules and Their Enforcement; People and Places, Past and Present; Places That Surround Me; Money, Goods and Services; Belonging to a Group; and Family, School, and Community Problems. Each of these units is outlined in greater detail in part 2 and suggestions are provided for the teaching of each. For each unit, a brief introduction is followed by charts which list a particular goal and objective (each tagged to the Michigan state guidelines), resources, and several learning activities. (LP)

ED 241 444 SO 015 500

Elementary Social Studies Curriculum Guide.

Grade 3. Communities.

Saginaw Public Schools, Mich.

Pub Date—83

Note—111p. For related documents, see ED 240 048 and SO 015 498-503.

Available from—School District of the City of Saginaw, 550 Millard St., Saginaw, MI 48607 (\$4.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Behavioral Objectives, Citizenship Education, Civics, *Community, Community Characteristics, Community Relations, Community Responsibility, Community Role, *Course Content, Curriculum Development, Curriculum Guides, Economics Education, Environment, Grade 3, Group Dynamics, Leaders, Learning Activities, Local History, Natural Resources, Primary Education, Sequential Approach, Skill Development, Social Environment, *Social Studies,

Units of Study

One of a series of social studies curriculum guides, this publication outlines a third grade course on communities. Material is presented in two parts. Part 1, an overview of the program, contains an introduction, a statement of philosophy, an outline of elementary level scope and sequence, a description of Michigan mandated essential skill and knowledge objectives for primary grade social studies, a statement of scope for grade 3, and a list of the 8 units, strands, and goals for grade 3. Each of these units is outlined in greater detail in part 2 and suggestions are provided for the teaching of each. The units included in this program are: Getting Along with Others; My City; Being a Good Citizen; My City, Past and Present; Natural Resources of the Community; Goods and Services; Saginawians Yesterday, Today, and Tomorrow; and Man's Use and Care of People, Places, and Things. For each unit, a brief introduction is followed by charts which list a particular goal and objective (each tagged to the Michigan state guidelines), resources, and several learning activities. (LP)

ED 241 445 SO 015 501

Elementary Social Studies Curriculum Guide.

Grade 4. Michigan and Other Regions.

Saginaw Public Schools, Mich.

Pub Date—83

Note—158p. For related documents, see ED 240 048 and SO 015 498-503.

Available from—School District of the City of Saginaw, 550 Millard St., Saginaw, MI 48607 (\$5.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Behavioral Objectives, Citizenship Education, Civics, *Course Content, Curriculum Development, Curriculum Guides, Decision Making, Economics Education, Environment, Geography, Grade 4, Group Dynamics, Intermediate Grades, Learning Activities, Natural Resources, Self Concept, Sequential Approach, Skill Development, Social Environment, Socialization, Social Problems, *Social Studies, *State History, Units of Study

Identifiers—Interdependence, *Michigan, *States (Geopolitical Regions)

One of a series of social studies curriculum guides, this publication outlines a fourth-grade course on Michigan and other regions. Material is presented in two parts. Part 1, an overview of the program, contains an introduction, a statement of philosophy, an outline of elementary level scope and sequence, a description of Michigan mandated essential skill and knowledge objectives for intermediate grade social studies, a statement of scope for grade 4, and a list of the 8 units, strands, and goals for grade 4. Each of these units is outlined in greater detail in part 2 and suggestions are provided for the teaching of each. The units included in this program cover self concept, social relationships, decision making, state history, state geography, economic education, economic interdependence, and social problems. For each unit, a brief introduction is followed by charts, each listing a particular goal and objective (each tagged to the Michigan state guidelines), resources, and several learning activities. (LP)

ED 241 446 SO 015 502

Elementary Social Studies Curriculum Guide.

Grade 5. The United States.

Saginaw Public Schools, Mich.

Pub Date—83

Note—178p. For related documents, see ED 240 048 and SO 015 498-503.

Available from—School District of the City of Saginaw, 550 Millard St., Saginaw, MI 48607 (\$5.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*American Studies, Behavioral Objectives, *Citizenship Education, Civics, *Course Content, Curriculum Development, Curriculum Guides, Economics Education, Environment, Geography, Grade 5, Group Dynamics, Intermediate Grades, Learning Activities, Research Skills, Responsibility, Sequential Approach, Skill Development, Social Environment, *Social Studies, Study Skills, *United States History, Units of Study

Identifiers—*United States

One of a series of social studies curriculum guides, this publication outlines a fifth-grade course on United States history and current events. Material is presented in two parts. Part 1, an overview of the program, contains an introduction, a statement of philosophy, an outline of elementary level scope

and sequence, a description of Michigan mandated essential skill and knowledge objectives for intermediate grade social studies, a statement of scope for grade 5, and a list of the 8 units, strands, and goals for grade 5. Each of these units is outlined in greater detail in part 2 and suggestions are provided for the teaching of each. The units included in this program cover individual and social responsibility, study and research skills, citizenship education, United States history, geography and environment, economic education, and social problems. For each unit, a brief introduction is followed by charts, each listing a particular goal and objective (each tagged to the Michigan state guidelines), resources, and several learning activities. (LP)

ED 241 447 SO 015 503

Elementary Social Studies Curriculum Guide.

Grade 6. World Cultures.

Saginaw Public Schools, Mich.

Pub Date—83

Note—394p. For related documents, see ED 240 048 and SO 015 498-502.

Available from—School District of the City of Saginaw, 550 Millard St., Saginaw, MI 48607 (\$10.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—*Area Studies, Behavioral Objectives, *Course Content, *Cross Cultural Studies, Cultural Awareness, Cultural Differences, Cultural Pluralism, Curriculum Development, Curriculum Guides, *Foreign Countries, Grade 6, Group Dynamics, Intermediate Grades, *Latin American Culture, Learning Activities, Research Skills, Responsibility, Sequential Approach, Skill Development, Social Environment, *Social Studies, Study Skills, Units of Study

Identifiers—Argentina, Brazil, Central America, Mexico

One of a series of social studies curriculum guides, this publication outlines a sixth-grade course on world cultures. Material is presented in two parts. Part 1, an overview of the program, contains an introduction, a statement of philosophy, an outline of elementary level scope and sequence, a description of Michigan mandated essential skill and knowledge objectives for intermediate grade social studies, a statement of scope for grade 6, and a list of the 8 units, strands, and goals for grade 6. Each of these units is outlined in greater detail in part 2 and suggestions are provided for the teaching of each. The units included in this program cover individual and social responsibilities, cultural appreciation, study and research skills, Mexico, Brazil, Argentina, Central America, and cultural pluralism. For each unit, a brief introduction is followed by charts, each listing a particular goal and objective (each tagged to the Michigan state guidelines), resources, and several learning activities. (LP)

ED 241 448 SO 015 504

Husbands, Kenneth Taylor, Bob

Resource Unit on Egypt for the Intermediate

Grades.

Pub Date—Apr 82

Note—21p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agriculture, Ancient History, Architecture, Bibliographies, *Cross Cultural Studies, Elementary Education, Foreign Countries, Geography, Housing, Instructional Materials, Intermediate Grades, Leaders, Learning Activities, Modern History, Program Descriptions, Religion, Resource Materials, Sciences, *Social Studies, Teaching Guides, Transportation, Units of Study, Written Language

Identifiers—Arab States, *Egypt

Resources for teaching about modern and ancient Egypt are provided in this guide for intermediate grade social studies teachers. Material includes: a detailed outline for a unit on Egypt which contains a geographic overview followed by sections on the Nile River Valley, agriculture, the pharaohs, religion, architecture, science, hieroglyphics, transportation, and housing; a list of 20 activities and questions to accompany the unit and suggestions for evaluation; and bibliography of filmstrips, books, transparencies, texts, and supplementary materials. The bulk of the guide contains copies of intermediate grade students' book reports on Egypt. (LP)

ED 241 449 SO 015 505

Bulman, James C.

An Interdisciplinary Approach to Teaching Hu-

manities.

Pub Date—30 Dec 83

Note—11p.; Paper presented at the Modern Language Association of America Conference (100th, New York, NY, December 27-30, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aesthetic Education, Art Appreciation, Beliefs, Critical Thinking, Ethics, Higher Education, Humanism, *Humanities, *Humanities Instruction, *Interdisciplinary Approach, Literature, Modernism, Philosophy, Program Descriptions, *Western Civilization

An interdisciplinary, core course in humanities offered at Allegheny College (Pennsylvania) approaches ethical and aesthetic issues in untraditional ways to encourage students to think more independently and articulate ideas with greater breadth. The three-term course is taught by teachers from many departments. Course sections are limited to 18 freshmen, and both the instructor and the class membership change each term so that students can be exposed to as many different ideas and opinions as possible. Focus and orientation of the curriculum also change with each term: term 1 focuses on the political and social functions of art, term 2 on great works of the Western tradition, and term 3 on the various guises of modernism. The syllabus is also keyed to cultural events taking place on campus. Problems surrounding the course are related to the structure of curriculum distribution and/or the primary function of this college as a teaching college. Criticism by many of the non-humanities faculty centers on dilettantism. Other problems stem from faculty departmentalism and academic conservatism. (LP)

ED 241 450

SO 015 507

Carballo, Jose Luis O. And Others

The Values and Attitudes of Selected College Students on Some Topics Relevant to Human Population. Monograph No. 31.

Philippines Univ., Quezon City. Science Education Center.

Pub Date—Jan 83

Note—33p.; May not reproduce well due to bleeding through of pages.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Contraception, Cultural Context, *Dating (Social), *Family Life, Family Planning, Family Size, Foreign Countries, Friendship, Higher Education, Marriage, *Population Growth, Sexuality, *Social Attitudes, *Social Life, Social Science Research, Social Values, *Student Attitudes

Identifiers—Philippines, Zero Population Growth

Results of a study on attitudes of Filipino college students concerning human population issues are reported. A total of 74 University of the Philippines students, half of whom were enrolled in a natural science course, answered a 15-part questionnaire on dating, friendship, premarital sex, marital expectations, and birth control. Several observations were gleaned from the results of this investigation. Dating is common among Filipino youth. Significant factors in choosing dates, friends, and a spouse are personality, physical appearance, intelligence, and economic status. Filipino youth are conservative in outlook, subscribing to the norms and standards of the larger society. They tend to disapprove of premarital sex, birth control, and zero population growth; and expect to have three-four children. (LP)

ED 241 451

SO 015 514

Flaim, Richard F., Ed. Reynolds, Edwin W., Jr., Ed.

The Holocaust and Genocide: A Search for Conscience. A Curriculum Guide.

B'nai B'rith, New York, N.Y. Anti-Defamation League; Vineland School District, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton.

Pub Date—83

Note—290p.; For the student anthology, see SO 015 515.

Available from—Anti-Defamation League of B'nai B'rith, 823 United Nations Plaza, New York, NY 10017 (\$12.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Anti-Semitism, Antisocial Behavior, Art, Bias, Curriculum Guides, Economics Education, Ethics, Government (Administrative Body),

Human Relations, Instructional Materials, Interdisciplinary Approach, International Crimes, Judaism, Language Arts, Learning Activities, *Moral Issues, Moral Values, *Nazism, Philosophy, Political Science, Psychology, Religion, Religious Factors, Secondary Education, Social Studies, Sociology, Violence, World History, World Problems

Identifiers—*Germany, *Holocaust, World War II

Designed to facilitate teacher development of a secondary unit on the Holocaust and genocide, this multidisciplinary curriculum guide provides a wide variety of classroom-tested objectives, learning activities, and materials. The guide is organized into six units which may be taught in sequence or used in part as supplementary materials: the Nature of Human Behavior, Views of Prejudice and Genocide, the Rise of Nazism in Germany, From Persecution to Mass Murder, Resistance and Intervention, and Issues of Conscience and Moral Responsibility. For each unit, an overview precedes a list of terminal and performance objectives, a glossary, and list of activities. The latter consists of a three-column chart which matches performance objectives with learning activities, materials, and commentary. All reading materials listed are tagged to appropriate reading level: below average, average, and above average difficulty. Appendices consist of a bibliography, list of audiovisual materials and distributors, three newspaper feature stories about the Holocaust, and the table of contents for the student anthology related to this curriculum guide. (LP)

ED 241 452

SO 015 515

Furman, Harry, Ed. And Others

Holocaust and Genocide: A Search for Conscience. A Student Anthology.

B'nai B'rith, New York, N.Y. Anti-Defamation League; Vineland School District, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton.

Report No.—ISBN-0-88464-044-2

Pub Date—83

Note—240p.; For the curriculum guide, see SO 015 514. Several drawings may not reproduce clearly.

Available from—Anti-Defamation League of B'nai B'rith, 823 United Nations Plaza, New York, NY 10017 (\$9.95).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Anthologies, Anti-Semitism, Antisocial Behavior, Art, Bias, Ethics, Government (Administrative Body), Humanistic Education, Human Relations, Instructional Materials, Interdisciplinary Approach, International Crimes, Judaism, Learning Activities, *Moral Issues, Moral Values, *Nazism, Religion, Religious Factors, Secondary Education, Social Studies, Violence, World History, World Problems

Identifiers—*Germany, *Holocaust, World War II

A collection of readings and activities on the Holocaust for secondary students is coordinated with a teacher's curriculum guide. Material is divided into units covering the nature of human behavior, views of prejudice and genocide, the rise of Nazi Germany, Nazi persecution and mass murder, resistance to the Nazis, and related issues of conscience and moral responsibility. Each unit contains 10 or more reading selections which include songs, personal accounts, essays, short stories, and examples of propaganda. Each reading is accompanied by a series of discussion questions or supplementary activities and relevant vocabulary. Artwork of the period is also included. (LP)

SP

ED 241 453

SP 022 555

Spitzer, Rosina

Creativity through Learning Centers.

Montebello Unified School District, Calif.

Pub Date—75

Note—31p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Check Lists, Elementary Education, *Experiential Learning, Guidelines, Individualized Instruction, Learning Activities, *Learning Centers (Classroom), *Organization, Performance Contracts, Records (Forms)

Identifiers—*Learning Environment, PF Project Guidelines for establishing and maintaining class-

room learning centers are contained in this booklet. The following topics are included: (1) a rationale for creating learning centers; (2) how to orient the children to the new learning center and some important aspects to consider when developing a learning center environment; (3) ways to create instant learning centers; (4) a checklist to assess the readiness of the new learning center; and (5) ideas for learning center activities. Recordkeeping forms for teachers and students and sample student contracts are provided as well as a 20-item bibliography. Two evaluation forms and an accomplishment chart to be completed by the student are included. (JW)

ED 241 454

SP 022 581

Klawunder, Kenneth

Program Development Essentials.

Pub Date—[83]

Note—4p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Board of Education Role, Elementary Secondary Education, Guidelines, *Mastery Learning, *Program Development, *Program Effectiveness, Program Implementation, Staff Role

Identifiers—PF Project

Schools which have successfully implemented mastery learning (ML) programs show many similarities in their plans for ML development. These similarities stand out so strongly that knowledge of them can help all schools in planning for ML. The following program commonalities observed during visits to several schools in New York, Washington, Colorado, and Oregon are: (1) change to ML based upon an identified need; (2) initial involvement and dedication of a head administrator; (3) formal board action indicating dedication to ML ideals; (4) evolutionary (slow, methodical) program development; (5) involvement and commitment of teachers; (6) extensive and ongoing staff development; and (7) revision or re-examination of staff evaluation procedures. A true ML program will do the following: diagnose and teach prerequisite skills; teach in two or more modes to an objective; use formative tests to give feedback to teacher and student; reteach using correctives, time, and a new teaching mode; and use criterion-referenced tests for summative evaluation of mastery. (EM)

ED 241 455

SP 022 594

Bennett, John P. Sterne, Marie L.

Finding the Time to Teach: Small Group Grids.

Pub Date—3 Dec 83

Note—5p.; Paper presented at the State Convention of the Virginia Association of Health, Physical Education, Recreation, and Dance (Wintergreen, VA, December 3, 1983).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Athletics, Elementary Secondary Education, Learning Activities, Objectives, *Physical Education, Small Group Instruction, Teaching Methods

Identifiers—*Grids, PF Project

A small-group teaching method for physical education which uses grids comprising 10-yard squares is outlined. It is stated that grids can be used for both indoor and outdoor activities. The advantages of using grids and specific physical objectives which can be met are listed. A detailed example of an activity in which students use a variety of techniques to move a ball through the grid is offered. (DC)

ED 241 456

SP 022 595

Kindergarten Weekly Homework.

Newark Unified School Dist., CA.

Pub Date—83

Note—3p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Homework, Kindergarten, *Kindergarten Children, Learning Activities, *Parent Participation, Parent School Relationship, Parent Student Relationship, Parent Teacher Cooperation, Primary Education, *Reading Readiness

Identifiers—PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: The kindergarten staff at H. A. Snow School has devised a series of homework idea sheets, to accompany the readiness program that is taught weekly in the kindergarten classrooms. Beginning in early October, we introduce an alphabet letter each Monday. During the week, all

subject areas are focused on that "Letter of the Week." On Monday each child is given a homework sheet with various ideas the parents can carry out at home during that week. Parents mark the activities they accomplished with their child and return the sheet on Friday. Parents are encouraged to write comments to us about the activities. Returned homework sheets are checked by the teacher, entered in a log, and returned to the child to take home. There are several purposes for this homework. One purpose is to stimulate and develop a positive partnership between students, parents, and teachers. Parents of five-year-olds are very interested in helping their children at home. The homework is an organized and sequential response to parents who ask, "What can I do to help my child at home?" Also, we, as kindergarten teachers, would like to help the families become aware of the joys and rewards of parents and children working together. This might involve anything from trying to juggle during "J" week to stepping on a scale to learn your weight during "W" week. One parent's comment helped us feel our program was truly worthwhile when she wrote, "Denise, as always, enjoys doing her homework. I also enjoy helping her. It gives me a lot of pleasure and satisfaction to see her eagerness to learn. Thank you for giving us the opportunity to work together!" This program was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (Author)

ED 241 457 SP 023 464

Gilman, Peter J.
Texas Demos Look at NCATE.

Pub Date—[83]

Note—18p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, *Accreditation (Institutions), *Accrediting Agencies, *Administrator Attitudes, *Agency Role, Deans, Higher Education, *Institutional Evaluation, *Schools of Education, State Standards, Teacher Education Identifiers—*National Council for Accreditation of Teacher Educ. Texas

To determine the current perception of the teacher education leadership in Texas regarding the importance or value of accreditation by the National Council for Accreditation of Teacher Education (NCATE), a questionnaire was sent to the deans and chairmen of colleges, schools, and departments of education throughout the state. There are 64 colleges or universities in Texas with state-approved teacher education programs. Thirty Texas programs are accredited by NCATE. Twenty of the NCATE-approved schools are state supported and 10 are private. Responses were received from 58 of the 64 institutions for a 91 percent return. Of the responses, 29 were from NCATE-accredited institutions and 29 from non-NCATE institutions. This document presents a summary of the responses from these institutions. Responses are presented on the final question, which asked about advantages or disadvantages attributed to seeking and attaining NCATE accreditation. Most respondents listed the time and expense of self-study preparation and the NCATE visit as disadvantages. Advantages included prestige associated with NCATE accreditation and possible reciprocal certification benefits among states. (JD)

ED 241 458 SP 023 511

Gideonse, Hendrik D.

In Search of More Effective Service: Inquiry as a Guiding Image for Educational Reform in America.

Report No.—ISBN-0-915645-00-9

Pub Date—83

Note—144p.

Available from—University of Cincinnati, College of Education ML #02, 300 Teachers College, Cincinnati, OH 45221 (\$5.95).

Pub Type—Reports - Evaluative (142) — Books (010) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—*Change Strategies, *Educational Change, Elementary Secondary Education, Government Role, *Information Seeking, *Inquiry, Instructional Improvement, Learning Processes, Policy Formation, Research and Development, Teacher Education, Teacher Effectiveness, Teacher Role

This essay proposes that systematic and reflective

inquiry ought to become the underlying professional frame of mind that guides teachers, administrators, and policy officials. It is noted that the products of inquiry include rationales connecting recommended courses of action to intended outcomes, as well as the invention of techniques, materials, and prescriptions designed to achieve those outcomes. Part one presents the concept of the organizing principle of inquiry and impediments which stand in the way of the proposal. Projected consequences for the educational system are considered. Part two offers examples of inquiry processes and products for education. Characteristics of behavioral and social inquiry in teacher training and the organization of instruction are explored. Ways in which formal inquiry processes in research and development can improve effectiveness of educational practice are described. In part three, concrete suggestions are offered on how the transformation could be brought about. Memoranda present specific action steps as well as further views on the implications of the proposed reform for educational personnel. Part four summarizes the proposed reform, anticipates possible counter arguments, and sketches long-range possibilities. (JD)

ED 241 459 SP 023 672

Ripley, David B. And Others

What Are the Major Research Accomplishments in the Historical, Philosophical, Sociological, and Research Foundations of American Education during the Past Thirty-Five Years? A Discussion Panel Presentation

Pub Date—30 Jan 84

Note—20p.; Papers presented at the Annual Meeting of the Association of Teacher Educators (64th, New Orleans, LA, January 28-February 1, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational History, *Educational Philosophy, *Educational Quality, *Educational Research, *Educational Sociology, Elementary Secondary Education, Evaluation Methods, Higher Education, Research Methodology, *Research Utilization, Teacher Education, Teacher Educators

This publication, a panel presentation of four papers, contains: (1) "The Historical Dimension—Implications for Excellence" (David B. Ripley), which presents a partial review of the history of education literature, where educators are now, and where they should be in the future; (2) "Philosophical Research in Education—Implications for Excellence" (Byron F. Radebaugh), which gives an overview of major philosophical research contributions; (3) "The Contribution of Sociological Research to Educational Excellence" (Wilma Miranda), which offers a brief look at sociological research efforts; and (4) "Progress toward Excellence in the Development of Educational Research and Evaluation Methods and Techniques" (Joseph R. Ellis), which presents nine areas of progress in educational research/evaluation and several recommendations for future efforts. (JMK)

ED 241 460 SP 023 674

Scholl, Robert L.

Linking Pre-Service and In-Service Teacher Self-Assessment: A Model for Instructional Improvement.

Pub Date—30 Jan 84

Note—10p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (64th, New Orleans, LA, January 28-February 1, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Evaluation Criteria, Evaluation Methods, Inservice Teacher Education, Preservice Teacher Education, Program Development, *Research Utilization, *Self Evaluation (Individuals), *Student Teachers, Teacher Attitudes, *Teacher Education Curriculum, *Teacher Effectiveness, *Teacher Evaluation, Teacher Improvement

Identifiers—Student Teacher Attitudes, Student Teacher Evaluation

A model for preservice and inservice teacher self-assessment, which fosters improved performance, is divided into two phases. Phase 1 begins at the preservice level, and phase 2 is carried out during the time the teacher is under contract in a school setting. During phase 1, the teacher candidate ex-

plores the answers to three questions in coursework: (1) How can effective teaching be defined? (2) What constitutes clear, meaningful standards (criteria) of effective teaching? and (3) What would be an appropriate method (process) for self-assessment? Each teacher candidate explores available literature and research through six instructional modes: (1) becoming familiar with the self-assessment concept; (2) exploring effective teaching practice; (3) identifying standards for effective teaching; (4) analyzing teacher behavior; (5) designing a self-assessment system; and (6) implementing a self-assessment system. The second part of phase 1 is implementation of the self-evaluation system during student teaching. Phase 2 deals with inservice teachers. Each school district should develop a comprehensive plan of evaluation. In due time, the first year teacher develops a personal approach to self-assessment within district guidelines. (JMK)

ED 241 461 SP 023 678

Waimon, Morton D. And Others

The Use of Student Time Task Measures in Pre-Student Teaching Clinical Experiences: A Panel Presentation.

Pub Date—Feb 84

Note—19p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Education Majors, High Schools, High School Students, Knowledge Level, Preservice Teacher Education, Program Development, *Student Behavior, *Student Evaluation, Teacher Certification, Teacher Education Programs, Teacher Effectiveness, *Teacher Evaluation, *Teaching Experience, *Time on Task Identifiers—Illinois State University

Illinois State University's teacher education program's professional sequence is organized around separate teaching skills, each of which relates to student outcomes in classrooms. Initially, a group of University High (U-High) Laboratory School supervisors was formed to develop clinical experiences which would enable prospective teachers to integrate these separate teaching skills and practice using them in the high school setting. The first stage in certification procedure development consisted of developing a teaching performance test. The U-High Academic Learning Time (ALT) model is based upon an interactive curriculum theory which enables teachers to achieve the benefits of syntheses. Designed to help prospective teachers analyze content and build unit-sized instructional sequences in which subject matter acquisition is complemented by the application of subject matter to tasks of personal and social significance, the BTES (Beginning Teacher Evaluation Study)/ALT model consists of five teaching skills: diagnosis, prescription, presentation, monitoring, and feedback. This paper describes the model in detail, analyzes the BTES, and describes how student time on task measures are being used to certify teachers at U-High. Also provided are a description of low, mid, and high levels of knowledge use in the classroom and education students' responses to the program. (JMK)

ED 241 462 SP 023 680

Heming, Hilton P.

It Is Time to Change Teacher Preparation.

Pub Date—3 Feb 84

Note—15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984). Print is light.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accrediting Agencies, Curriculum Development, Degrees (Academic), *Education Majors, *Graduate Study, Higher Education, Policy Formation, Preservice Teacher Education, *Professional Autonomy, *Schools of Education, State Standards, Teacher Certification, *Teacher Education, Teacher Education Programs, Teaching (Occupation)

Identifiers—*Extended Degree Programs, *National Standards

Recognition of teachers as professionals can come with increased college preparation, professional participation of all segments of the profession with mutual respect for one another, and a more active voice

by the profession in licensing and establishment of standards. Preparation requirements for teachers should be mandated nationally rather than done state by state. These requirements should be supported and recognized by all members of the profession. Another requirement should be that teachers receive their professional preparation at the graduate level, having completed at least 60 hours, including the masters degree. The four year undergraduate program, of the proposed six year preparation, should focus on those arts and science areas which will provide for personal growth and a foundation for the education preparation to come, and establish at least one discipline in depth. The establishment of graduate teacher education schools would call for agreement on a common foundation for all curricula. If colleges of education were accredited by a strong national agency, and the colleges adopted a common body of knowledge, the states would be forced to adopt a common licensing standard. The results would be higher standards for schools of education which would attract better students. (JD)

ED 241 463 SP 023 686

Stein, Annette. *And Others*

Nutrition and Learning: The Breakfast Role.

Pub Date—2 Feb 84

Note—37p; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Attitude Change, *Breakfast Programs, Dietetics, *Eating Habits, Elementary Education, *Elementary School Students, *Nutrition Instruction, *Reading Improvement, Student Attitudes

A pilot study examined the effects of improved breakfast nutrition on students' academic achievement. Participants were 142 intermediate school children who usually ate breakfast in school. All children were given the Gates-MacGinitie Reading Tests, Form 1, Levels A-D, and were ranked according to their total reading scores. The experimental and control groups were matched by reading level and grade. The experimental group had a different menu each day providing variety, high density carbohydrates, and protein. The control group received a standard breakfast of fruit or juice, milk, and a packaged cereal. At the conclusion of the experimental period all children were tested on an alternate form of the Gates-MacGinitie Tests and results were compared. During the second semester of school the two groups switched roles. A trend was observed that indicated the experimental breakfasts may be associated with greater gain in reading scores. Further research is underway. Detailed descriptions of the menus and notes on the children's reactions to them are appended. (JD)

ED 241 464 SP 023 688

Cobb, Donald K. *And Others*

Selecting Teachers: An Effective Model.

Pub Date—3 Feb 84

Note—14p; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Standards, *Admission Criteria, Basic Skills, College Entrance Examinations, Education Majors, *Enrollment Trends, Grade Point Average, Higher Education, Preservice Teacher Education, Program Effectiveness, *Schools of Education, Selective Admission, *State Standards, *Teacher Education Programs

Identifiers—American College Testing Program, *Kentucky

The state of Kentucky has recently raised its standards for persons who apply for admission to teacher education. The plan, mandated by the State Board of Education, involves a selection/retention process for candidates who apply for initial admission to the program and for candidates who progress through the program. A minimum level of performance on multi-faceted criteria must be demonstrated by each candidate prior to initial acceptance into teacher education. The criteria include acceptable performance in basic skills, as well as evidence of appropriate professional characteristics. Candidates may be denied admission to professional teacher education, even in an open-admissions insti-

tution. This paper explains the Kentucky plan for admission to teacher education. Aggregate data describing results of the admission/retention process in Kentucky are presented to portray the quality of persons who applied for admission to teacher education as well as those who were accepted into a preparation program. In addition, data from Northern Kentucky University, an institution with five years' experience in selective admissions, is presented to show the impact of a selective admissions program upon the quality of candidates enrolled in teacher education. The impact of selective admissions upon enrollment is also presented. (JMK)

ED 241 465 SP 023 695

Benningfield, Matt. *And Others*

A Proposal to Establish Demonstration Schools and the Identification, Training and Utilization of Master/Mentor and Master Teacher: A Joint School District and University of Louisville Project.

Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky.

Pub Date—2 Feb 84

Note—25p; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984).

Pub Type—Reports — Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Ladders, *Demonstration Programs, Elementary Secondary Education, *Evaluation Criteria, Inservice Teacher Education, *Master Teachers, Mentors, *Professional Recognition, Program Development, Program Implementation, *Teacher Effectiveness, Teacher Evaluation

Identifiers—*Demonstration Schools, Kentucky

Addressing professional and popular concern about identifying and adequately rewarding excellent teachers, the authors describe a proposal for selecting master/mentor teachers and utilizing them in demonstration schools. There are six specific elements that should make any master teacher proposal realistic and educationally and economically defensible: (1) initial planning; (2) indepth preparation and training; (3) documentation of skills as a basis for ultimate selection; (4) significant school district support; (5) major inservice focus; and (6) constant evaluation. A proposal which includes those characteristics is aimed at improving the quality of teaching as well as rewarding excellence in teaching beyond what currently exists. The Kentucky plan, like those in North Carolina and Tennessee, includes a career ladder. However, it differs from other plans in that it also incorporates the notion of demonstration schools and classrooms, staffed by master teachers who take major responsibility for the inservice education of other teachers in the school district. In this description of the proposal, discussion centers on the major elements of the plan—demonstration schools; and a career ladder involving master/mentor, master teacher, and master teacher candidate roles; internships; criteria for selection; and continued evaluation. Included with the proposal are 45 criteria for master and master/mentor teacher selection; 2 figures depicting program progression; and a table of 14 roles and functions of master and master/mentor teachers. (JMK)

ED 241 466 SP 023 739

Kilgore, Alwah M. *And Others*

The Application of Research Generalizations from Staff Development to a Rural School District: A Case Study-Research Report.

Pub Date—84

Note—48p; Paper presented at the Annual Meeting of the Association of Teacher Educators (64th, New Orleans, LA, January 28-February 1, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Role, *College School Cooperation, *Inservice Teacher Education, Instructional Improvement, *Participative Decision Making, *Principals, Program Implementation, Rural Schools, *School Cadres, School Districts, Staff Development, Student Evaluation of Teacher Performance, Teacher Attitudes, Teacher Evaluation, Team Teaching

Identifiers—Research Practice Relationship

This paper describes the effects of applying research generalizations about inservice teacher edu-

cation to the practices of a local school district. Generalizations considered include: (1) short- and long-range planning needs; (2) joint planning and participation by administrators and teachers; (3) relationships among inservice and curriculum development, instructional improvement, and teachers' individual needs; (4) demonstration and practice of new skills; (5) continuous, locally based inservice; (6) peer observation and interaction; and (7) voluntary participation. A long-range program which would incorporate these generalizations was launched. Program elements include: (1) program goals and objectives jointly derived by administrators and teachers; (2) university involvement for 2 years with the opportunity for participating teachers to earn up to 12 credits; (3) joint participation for administrators and teachers; (4) activities structured to the school district's time table; (5) cadre teams from each building for acquiring and offering inservice training; (6) support of university personnel; (7) research and evaluation conducted by university personnel; and (8) opportunities to develop additional inservice activities and programs. A description is given of the school district, district personnel, and various instruments and processes used to gather data. Conclusions and findings are discussed in detail for each of the research generalizations, and 14 tables presenting additional data are included. (CJB)

ED 241 467 SP 023 745

Stefanics, Liz

Learning in a Cooperative Play Community.

Pub Date—Jul 83

Note—17p; Paper presented at the International

Conference on Play and Play Environments (Austin, TX, July 1983) and at the Leisure Research Symposium of the National Recreation and Park Association (Kansas City, MO, October 1983). In: Journal of Recreation and Leisure, S.W. District of the American Alliance for Health, Physical Education, Recreation and Dance, Vol. 3, No. 1, Fall 1983.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Development, Children, Competition, *Cooperation, Group Activities, *Individual Development, Intergroup Relations, *Interpersonal Relationship, Peer Relationship, *Play, *Social Behavior

The need is present for children to "unlearn" to play in a competitive and unsupportive environment and to return to natural and cooperative ways of playing. The advantage of a noncompetitive play structure is that it provides ground where players practice interacting and speaking supportively and appreciatively to each other. Players are then able to extend this support to other parts of their lives. Persons are naturally cooperative until they are taught otherwise. And, in cooperative play experiences, individuals are encouraged to be spontaneous and to move outside of their social roles, so they can have real choices in their lives. Educating children to their own power and supporting them in specific cooperative activities enhances the quest for learning. Through these experiences, one sets realistic goals for behavior that utilizes democratic decision-making and a desire to improve rather than prove one's abilities. (Author/JMK)

ED 241 468 SP 023 747

Willey, Diane L.

Relevant Teacher Preparation for the 21st Century: An Experimental Interdisciplinary M.Ed. Degree Program.

Pub Date—Feb 84

Note—23p; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Content, Critical Thinking, *Curriculum Design, *Educational Objectives, Elementary School Teachers, Higher Education, Holistic Approach, *Interdisciplinary Approach, *Masters Programs, Needs Assessment, Problem Solving, *Program Development, Secondary School Teachers, *Teacher Education

A description is given of the assumptions, goals, and curriculum of a proposed interdisciplinary Master's degree program in elementary and secondary education at Kennesaw College (Marietta, Georgia). The program addresses several problems: (1)

repetitiveness of undergraduate and graduate programs in education; (2) lack of competence in critical thinking and problem solving processes in students at all levels of schooling; and (3) limitation of specialization and narrowness of training in graduate programs. A discussion is presented on reasoning behind selection of these problem areas. It is noted that the program's organizational themes are based on three assumptions: (1) Graduate level education programs should primarily strengthen theoretical and contextual understanding of the profession rather than provide technical training; (2) A problem solving focus provides opportunities for increasing teachers' skills and understanding of the problem solving processes; and (3) An interdisciplinary focus is necessary to provide perspective on educational problems and issues. Five program goals are listed and a model for organization of program curriculum and a course outline are included. (JD)

ED 241 469
Hopkins, Scott

SP 023 823

Mandatory Faculty Development in Higher Education: The Oklahoma Plan.

Pub Date—30 Jan 84

Note—28p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (64th, New Orleans, LA, January 28-February 1, 1984). Some appendices may not reproduce well due to small or broken print.

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accreditation (Institutions), College School Cooperation, *Faculty Development, *Government School Relationship, Higher Education, Inservice Teacher Education, Professional Continuing Education, Program Development, *State Standards, *Teacher Education Programs, *Teacher Educators

Identifiers—Oklahoma

Faculty development programs for schools of education were mandated in 1980 by the Oklahoma State Legislature. Among approved standards each institution must meet are: (1) submission to the Oklahoma State Department of Education of faculty development plans and yearly reports of additions or revisions; (2) inclusion of at least one classroom teacher in the teacher education faculty development committee; (3) applicability of faculty development programs to all faculty, including administrators and deans; (4) faculty development programs, such as inservice or exchange programs (not to the exclusion of regular faculty assignments); and (5) service of faculty, at least one-half day per semester, in a public school in responsibilities related to their respective teaching fields. Four plans from four institutions are discussed in terms of structure, requirements, and procedures. Concerns expressed about the feasibility of implementing some of these standards are discussed, including: required service in the public schools, assignment of additional duties without additional compensations, and the threat posed by political initiation of changes in education. Appendices include various forms associated with teacher education faculty development plans. (JD)

ED 241 470

SP 023 828

Dotin, Erskine S.
Educational Professionalism: Some New Considerations for an Old Theme.

Pub Date—Nov 83

Note—10p.; Paper presented at the Meeting of the American Educational Studies Association (Milwaukee, WI, November 1983).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Development, Educational Technology, *Professional Recognition, Social Status, *Status Need, *Student Teacher Relationship, Teacher Education, *Teaching (Occupation)

An analysis of educational professionalism is presented within the framework of sociology and class stratification. If a profession is defined as any area of human activity which requires some level of advanced skills or education to perform, there should be certain prerequisite conditions, such as the acquisition of necessary knowledge and skills, and certain conditions relative to professional performance, such as resolving problems for the client, advancing knowledge, etc. The following set of requisite conditions regarding the "professional pedagogical act" are set forth: (1) It (the act of teaching) should enhance the professional pedagogical act and client so that they emerge from the relationship as subjects, not objects; (2) It should enable the professional pedagogical act to participate fully in curriculum and policy decisions; (3) It should assist the professional pedagogical act and client to acquire personal meaning of life; (4) It should engender in the professional pedagogical act a sense of autonomy; (5) It should enhance the professional pedagogical act's ability to care for others; and (6) It should enable the professional pedagogical act to share with others. (JD)

ED 241 471

Saur, Susan

Nutrition.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—80

Note—34p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Eating Habits, Elementary Education, Foods Instruction, *Health Education, Learning Activities, *Nutrition, *Nutrition Instruction, Teacher Developed Materials, Units of Study

Identifiers—*Caloric Values (Nutrition), Food Consumption, PF Project

An elementary level nutrition unit provides teachers with student background information, suggested activities, and student worksheets. Part 1 focuses on the relationship of food to growth, health, and energy. In part 2, students learn about the four main food groups. Part 3 deals with nutrients and provides information about carbohydrates, fats, vitamins, and minerals. Maintaining a caloric balance is the focus of part 4, which compares caloric expenditures of various activities, and the caloric content of various foods. Appendices include nine student worksheets and a unit test. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (LH)

ED 241 472

Wilson, Elaine Good, Rosemary

Lickin' the Bowl.

Oklahoma State Univ., Stillwater. Cooperative Extension Service.

Pub Date—[81]

Note—55p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Experiential Learning, *Food, Guidelines, *Interdisciplinary Approach, Learning Activities, Newsletters, *Nutrition, Nutrition Instruction, *Parent Participation, Parent School Relationship, *Parent Teacher Cooperation, Preschool Education

Identifiers—Parent as a Teacher, PF Project, *Recipes (Food)

Teaching materials and home-based activities for teachers and parents of preschool children provide learning activities that explore and use a variety of nutritious foods along with teaching language, mathematics, science, reading, and motor skills. A series of nine newsletters to be sent to parents contains an introduction to the program and suggested food preparation activities. Eight corresponding food activities for use with small groups of children are provided for the teacher. The activities cover the following areas: (1) milk and milk products; (2) breads and cereals; (3) fruits and vegetables; (4) meat and meat alternatives; (5) snacks; (6) breakfast; (7) sandwiches; and (8) beverages. A game with instructions and playing card cutouts, a program evaluation for teachers, two teacher comments regarding parent response to the program, and a request form for similar materials are included. (JW)

ED 241 473

SP 023 844

[California Mentor Teacher Program. Program Advisory.]

California State Dept. of Education, Sacramento.

Pub Date—1 Nov 83

Note—14p.

Available from—California State Dept. of Education, 21 Capitol Mall, State Education Bldg., Sacramento, CA 95814.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Guides, Educational Legislation, Elementary Secondary Education, *Financial Support, Full State Funding, *Master Teachers, *Mentors, Program Descriptions, *Program Development, Program Implementation, School Involvement, State Departments of Edu-

cation, State Legislation, *State School District Relationship
Identifiers—California, *California Mentor Teacher Program, PF Project

This advisory for superintendents on the California Mentor Teacher Program provides background information, discusses issues in initial program planning, describes the state department of education's role and upcoming activities in program implementation, and gives information on funding for the program. The background section describes the purpose and legal basis of the program and gives an overview of how it will operate. Issues in initial program planning include: beginning immediately, working with appropriate groups, considering needs and roles mentors should fill, defining roles of selection committees, defining criteria for mentor nomination and selection, defining the process for assessment of candidate qualifications, determining mentor responsibilities, providing training for mentors, securing commitments from site administrators and teachers, setting reasonable expectations, and providing a forum for mentors to assist one another. The funding section discusses the stipends that will be given to mentors, funding for the second half of 1983-84, apportionment of funds to participating districts, allocation of funds for district administration of the program, availability of funds for 1984-85, and limitations on future participation of districts that do not participate during the initial year. A form to be returned by districts that intend to participate in the program is included. (DC)

ED 241 474

Driscoll, Amy

The Socialization of Teachers: Career Rewards and Levels of Professional Concern.

Pub Date—Oct 83

Note—27p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (1st, Jackson Hole, WY, October 13-15, 1983).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Teachers, Comparative Analysis, Education Majors, Elementary School Teachers, *Job Satisfaction, Peer Relationship, Professional Recognition, *Recognition (Achievement), *Socialization, Student Attitudes, *Teacher Attitudes, Teacher Role, *Teaching (Occupation), *Teaching Experience

Identifiers—*Stages of Concern

Teacher education, when viewed along a professional continuum from preservice level to beginning level to experienced level, involves a socialization phenomenon which is only minimally described or understood by the profession. Several aspects of the socialization process—career rewards, levels of professional concern, and perceptions of the climate of the workplace—have been studied and begin to explain the changes that occur during the process. Sixty elementary school teachers, grouped at preservice, beginning, and experienced levels, responded to questionnaires assessing job satisfaction, communication patterns, and levels of professional concern. From the data, profiles of each professional level have been developed and differences between each teacher group on the questionnaire items have been analyzed. Job satisfaction ratings of all three teacher groups display little variation contrary to expectations based on the literature and experience. (Author/JMK)

ED 241 475

James, Gordon B.

Understanding Health Behaviors of Adolescents—Implications for the Schools.

Pub Date—Oct 83

Note—31p.; Table 2, appendix IB, will not reproduce because of small print.

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adolescents, *Behavior Change, Elementary Secondary Education, *Health Education, *Health Needs, Health Programs, Learning Theories, Locus of Control, *Program Development, *School Role, Self Concept, Student Behavior

Identifiers—*Health Promotion

Health behaviors of all students, including adolescents, have direct impact upon both personal well being and actualization of potential for maximum learning. This paper reviews examples of concrete health behaviors that both positively and negatively

influence the two factors, and summarizes present objectives for the nation in the health promotion/disease prevention area. The major concepts presented include the underlying principles and theories of health behavior. The paper concludes with recommendations and concerns for practical implementation of health programs in the schools. Appendices include: (1) Surgeon General's goals for 1990 and objectives for the nation that can be directly attained or influenced in important ways by schools; (2) a typology of health behaviors; (3) Bloom's taxonomy of health behaviors; (4) locus of control summaries; (5) Piaget's stages of cognitive development and Kohlberg's stages of moral development and relationships between Piaget and Kohlberg; (6) a health belief model; and (7) the PRECEDE model. (Author/JMK)

ED 241 476 SP 023 869

Gingstead, Sandy K.

Clinical Supervision of the Student Teacher: An Applied Behavior Analysis Approach to the Evaluation of Teacher Behavior.

Pub Date—14 Oct 83

Note—27p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (1st, Jackson Hole, WY, October 13-15, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, *Behavior Modification, *Classroom Observation Techniques, *Evaluation Criteria, Higher Education, Physical Education Teachers, Preservice Teacher Education, Program Development, *Student Teachers, Student Teacher Supervisors, Student Teaching, Teacher Behavior, *Teacher Evaluation

Identifiers—*Clinical Supervision, *Student Teacher Evaluation

A number of studies indicate that student teachers can change their behavior quickly, sometimes dramatically, when under a supervisory program which focuses upon behavioral change during the experience. Such change is contingent upon the extent to which student teachers have specific objectives to achieve and regular, precise feedback about their progress in achieving these objectives. A plan for a supervisory model is based upon certain methodological aspects of a behavioral approach to the improvement of teaching. Four essential elements of this approach include: (1) clear description of behavior category under consideration; (2) attention paid to specific relationships between situation in which the behavior occurs, emission of the behavior, and consequences that accrue to the behavior; (3) consistent monitoring of behavior frequency or duration; and (4) analysis of instructional variable effects. Attempts have been made to apply this behavioral approach to the modification of student teacher behavior. A detailed description of the three-phase supervisory model used and corresponding observational formats are provided. (JMK)

ED 241 477 SP 023 871

King, Robert

Expressive Writing for Participation in Learning.

Pub Date—[80]

Note—12p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Descriptive Writing, Diaries, Higher Education, Learning Strategies, Preservice Teacher Education, *Self Expression, Student Attitudes, Student Evaluation, Student Teacher Relationship, Teaching Methods, *Writing (Composition), Writing Skills

Identifiers—*Student Journals

An introductory two-semester education course for preservice elementary school teachers addresses in the first semester the topics of childhood, and how the family and society relate to teaching. In the second semester topics include children in the classroom, teaching philosophies, and professional issues. Student writing is used as a feedback method and as a cohesive technique for drawing classroom materials together. Students submit three to five journal entries a week, choosing to write on topics related to the main instructional goals for a particular period, recording observations of children, or writing about something of current interest in their own learning. Faculty avoid "corrective" comments on matters of style or form and respond only to content. Four definite educational advantages

emerge from "expressive-writing oriented" journals. They allow: (1) faculty to assess and respond to genuine student learning; (2) students to express themselves candidly and assimilate and apply classroom materials to their own lives; (3) faculty to meet individual personality styles; and (4) faculty to assess "authentic" writing skills and plan for writing help to be given in another part of the course as well as throughout the students' programs. (JD)

ED 241 478 SP 023 874

Martin, David S.

The Handicapped Professional in the 21st Century:

Factors for Success.

Pub Date—3 Feb 84

Note—18p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classroom Techniques, Comparative Analysis, *Hearing Impairments, *High Achievement, Higher Education, Preservice Teacher Education, Self Evaluation (Individuals), Student Teacher Relationship, *Student Teachers, Student Teaching, Success, *Teacher Characteristics, *Teacher Effectiveness, Teaching Experience

Identifiers—Student Teacher Evaluation

Several groups of hearing-impaired students at Gallaudet College (District of Columbia) have successfully completed their student teaching assignment with hearing children in public schools. Factors leading to their success were analyzed through results of observation, interviews, and a survey questionnaire administered to samples of both hearing and hearing-impaired student teachers. Many success factors for hearing-impaired trainees resemble those leading to success for hearing trainees. Hearing impairments, however, provide these trainees with certain unique advantages. Through years of continuous use of, and dependence on, a visual mode of communication, the hearing-impaired teacher may be a superior visual attender in the classroom. The hearing-impaired teacher places high value on the act of communication. Strong identification with a sub-cultural base develops a clear sense of personal identity. The initial advantage of novelty and interest creates great pupil attentiveness which can be used to advantage. As a survivor of personal challenges, the hearing-impaired teacher is highly motivated. The hearing-impaired experiences, has a high sense of mission and, because program supervisors carry high expectations for their hearing-impaired teacher trainees, high levels of performance result. (Author/JD)

ED 241 479 SP 023 884

Sherwood, Robert D.

Computers in the Schools: Methods of Utilization and Action Recommendations.

Pub Date—Mar 83

Note—31p.; Draft position paper prepared for the New York State Teacher Education Conference Board (March, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Role, Cognitive Processes, *Computer Assisted Instruction, *Computer Literacy, *Computer Managed Instruction, Computers, Computer Science Education, Educational Media, Elementary Secondary Education, *Microcomputers, Programming, School Districts, Teacher Education, Teacher Role

This paper presents alternative ways microcomputers can be utilized in the educational process. These uses are: (1) learning from, with, and about computers; (2) learning about thinking with computers; and (3) managing learning with computers. Each of these uses is discussed as to its applicability to current educational practice and possibilities for the future. The role of the teacher in each of these areas is discussed and the relative importance of computer hardware and software for each area is described. Specific recommendations for educator action, as schools begin to use computers, are: (1) development of school district guidelines considering roles for which computer systems can be used, quality of educational software, choice of hardware, maintenance budgets, and extent of teacher inservice necessary; and (2) increase of teacher knowledge of uses of computers through self-study, school

workshops, and courses and/or degrees from institutions of higher education. Also included is a bibliography of books, journals, and articles. (JD)

ED 241 480 SP 023 890

Ryan, Joseph F.

Modifying Attitudes of Pre-Service Secondary Education Students toward Discipline in the Classroom.

Pub Date—Jan 84

Note—14p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 26-28, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Change, Classroom Techniques, *Discipline, Higher Education, *Preservice Teacher Education, Reinforcement, *Secondary School Teachers, Student Teaching, *Teacher Attitudes, Teacher Effectiveness, Teacher Response, Teaching Methods, *Teaching Models

Identifiers—*Canter Model of Assertive Discipline, Student Teacher Attitudes

The problem of discipline has consistently headed the list of concerns of secondary education students enrolled in and graduated from Northern Arizona University's College of Education. To address this issue, the Lee Canter Model of Assertive Discipline was adopted in the preservice training program. This model calls for specific, observable rules (five or six maximum) introduced and explained by the teacher. A list of consequences, articulated by the teacher, becomes operative when students fail to observe the rules. A study sought to determine the extent to which preservice secondary education majors modified their attitudes toward classroom discipline after exposure to the Canter Model. Thirty-seven students participated in the study and responded to a pre- and post-questionnaire which measured changes in their attitudes toward discipline and confidence in dealing with high school students. An analysis of results indicated that the Canter Model is effective in improving attitudes and confidence. (JD)

ED 241 481 SP 023 893

Smith, Douglas C.

In the Image of Confucius: The Education and Preparation of Teachers in Taiwan.

Pacific Cultural Foundation, Taipei (Taiwan).

Pub Date—83

Note—189p.

Available from—Pacific Cultural Foundation of Taipei, C. O. Specialty Book, Drawer D, Shepherdstown, WV 25443 (\$5.95).

Pub Type—Reports - Descriptive (141) — Books (010)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Administrator Role, *Chinese Culture, Comparative Analysis, Course Content, *Educational Philosophy, Elementary School Teachers, Foreign Countries, Government Role, Higher Education, Humanistic Education, Inservice Teacher Education, Preservice Teacher Education, Secondary School Teachers, *Teacher Education Programs

Identifiers—*Taiwan

This book reviews both preservice and inservice teacher education in the Republic of China and provides detailed analyses. In the first chapter, an overview of the educational system's structure in modern Taiwan and the United States is presented and comparisons drawn. Features of Chinese educational and intellectual thought and philosophy are considered in the second chapter. A brief historical profile is drawn of the foundations of Chinese philosophy of education, based to a great degree on the teachings of Confucius. The following two chapters describe the structure, curriculum, and administrative organization of preservice education for elementary and secondary school teachers. Tables provide detailed information on the courses offered in the 5-year normal schools and when particular classes are taken by students. In the fifth chapter, inservice teacher education is discussed. Descriptions are given of inservice opportunities (some leading to a masters degree), and of the "In-Service Teachers Institute Program" which has its main center in Taipei. In the final chapter, issues facing Taiwan educators in planning for the future are discussed. (JD)

ED 241 482 SP 023 897

Gooding, C. Thomas And Others

Development and Field Testing of a Wait Time Feedback Device for Monitoring and Improving Classroom Interaction.

Pub Date—Feb 84

Note—9p.; Paper presented at the Conference of the Eastern Education Research Association (West Palm Beach, FL, February 9-12, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Conceptual Tempo, Elementary Secondary Education, Feedback, Interaction, *Pacing, *Questioning Techniques, *Reaction Time, *Student Reaction, *Teacher Response, Teacher Role, *Time Factors (Learning)

Identifiers—Wait Time

Studies of the pauses between teachers' questions and students' responses have indicated that lengthening wait-time produces significant improvement in intellectual performance. Two types of pauses have been identified: the pause after teachers pose questions and students respond, and the pause that takes place when students hesitate momentarily in their replies. Typically, pauses between teacher and student remarks average approximately 1 second. Even though 3-second pauses in classroom interaction have been shown to be important, most efforts to train teachers to use wait-time effectively have met with little success. An electronic device, which provides automatic continuous monitoring of pauses in classroom dialogue, consists of voice-activated switches, a variable timer, and a system of red and green lights. A red light is activated when a person is speaking, while a green light signals whenever sustained silence occurs. Field testing has indicated that using the device helped teachers to prolong wait-time in questioning. A diagram of a "wait time feedback" device is included with the description. (JD)

ED 241 483

SP 023 898

Chickering, Arthur W.

Integrating Liberal Education, Preparation for Work and Human Development: Implications for Teacher Education.

Pub Date—3 Feb 84

Note—19p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984).

Available from—Center for the Study of Higher Education, Memphis State University, Memphis, TN 38152 (\$3.00).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Development, *Communication Skills, Coping, *Developmental Stages, Educational Objectives, *Education Work Relationship, *General Education, Higher Education, Interpersonal Competence, Moral Development, Preservice Teacher Education, *Teacher Education Programs, Teaching Methods

There has been a long-standing debate about the proper relationships between teacher preparation and liberal education. The current wave of concern about the quality of teacher preparation, combined with enrollment declines in colleges of education, has led to major reorganization in some institutions which have moved significant portions of the teacher preparation curriculum into colleges of arts and sciences. Research and theory concerning success at work and human development involves a set of clearly identifiable cognitive skills, interpersonal skills, and motivational characteristics. Basic competencies for teachers, such as those outlined by an Interim Commission as part of the Tennessee Better Schools program, must be integrated with the goals of liberal education. The generic and transferable competencies and personal characteristics which result from this integration are essential requirements for effective teaching. In addition, research concerning human development, and in particular ego development, is also highly congruent with the basic perspectives supplied by these analyses. These conceptions concerning human development reveal concrete implications for choosing specific educational practices in higher education and in colleges of teacher education. (JMK)

ED 241 484

SP 023 901

Gustafson, Mary. Sorgman, Margo

The Degree of Satisfaction with Institutional Climate as Perceived by Female Students in Teacher Education: An Exploratory Study.

Pub Date—13 Oct 83

Note—17p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (1st, Jackson Hole, WY, October 13-15, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, *Assertiveness, College Environment, Comparative Analysis, Education Majors, *Females, Higher Education, Institutional Characteristics, Nontraditional Students, Preservice Teacher Education, *Religious Factors, *Student Attitudes, *Student Needs, Student Problems, Undergraduate Students

Identifiers—*Mormons

A study compared perceptions of institutional climate among four categories of female education students at the University of Utah: traditional age students (age 24 and under) who are Latter Day Saints (Mormons) or non-Latter Day Saints (non-LDS); and older students (age 25 and over) who are LDS or non-LDS. It was hypothesized that older students would have a different set of needs and concerns and would express a greater degree of dissatisfaction with the institutional climate and that the older non-LDS students would be more outspoken and assertive about institutional climate. Eighty undergraduate female students filled out questionnaires, and study results indicated that returning female students face barriers of financial hardships and conflicts about personal issues. Few students reported a concern about faculty role models or faculty who discriminate against them because of age or sex. Returning students, regardless of religious affiliation, indicated a significantly higher degree of dissatisfaction with institutional climate, as was predicted. Assertiveness was not a factor in limiting or predicting expression of dissatisfaction with institutional climate, and in contrast to the hypothesis, LDS students were more assertive, regardless of age. Based on study subject needs, 10 recommendations for institutional change at the University of Utah are offered. (JMK)

ED 241 485

SP 023 929

Williamson, James L. And Others

Emergency Teacher Certification.

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date—Feb 84

Note—65p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Evaluative (142) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Beginning Teachers, Credentials, *Educational Assessment, Educational Certificates, *Educational Quality, Higher Education, *Quality Control, School Districts, State Standards, *Teacher Certification, Teacher Education Programs, Teacher Effectiveness, Teacher Employment, *Teacher Qualifications, Teacher Supply and Demand

Identifiers—*Emergency Teacher Certification

This report analyzes information gathered by a task force, appointed by the American Association of Colleges for Teacher Education (AACTE), to investigate the current status of emergency or substandard certification measures used by state agencies and school districts. In an overview, the task force defines the role of teacher certification and chronicles briefly the historical evolution of teacher licensure and certification concepts. The second part of the report examines relevant research studies to document the empirical basis for the claim that fully certified teachers are more effective as teachers and more satisfied as professionals than those with substandard qualifications. The third part of the report identifies questionable practices which raise qualitative issues: (1) assigning certified personnel to teach out-of-field; (2) issuing emergency certificates to unqualified persons; and (3) seeking alternative routes to certification which weaken or eliminate pedagogical competency. A comparative analysis is made of temporary procedures used by other professions. Eleven recommendations are suggested as alternatives to granting emergency teaching certificates to unqualified personnel. Appendices include: (1) summary of professional organizations' positions on emergency certification; (2) questionnaires sent to state directors of teacher certification and state AACTE presidents; and (3) the

AACTE resolution on emergency certificates for teachers. (JD)

ED 241 486

SP 023 930

Ishler, Peggy

Upgrading Education Means Upgrading the Teacher Evaluation System: Merging Evaluation Information and Effective Teaching Research—An Inservice Approach.

Pub Date—84

Note—17p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (64th, New Orleans, LA, January 28-February 1, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, Classroom Observation Techniques, Elementary Secondary Education, *Evaluation Methods, Inservice Teacher Education, *Management Development, *Principals, *Research Utilization, *Teacher Effectiveness, *Teacher Evaluation

The drawbacks of the common practice of using check-lists for teacher evaluation include inadequate measurement that emphasizes evaluation only, lack of objective data gathering techniques, and lack of reliable and consistent teacher performance criteria. An inservice program for school principals was designed to improve their observation and evaluation skills and help them to become more effective educational leaders. The program was based on findings from effective teaching research studies which provided teacher performance criteria for the principals during their regularly scheduled observation periods in the classrooms. The intensive inservice program included: (1) information on effective schools and effective teaching practices; (2) information on effective evaluation practices, including goal setting techniques, conferencing, observation techniques, and report writing techniques; (3) information on faculty development resources; (4) observation and demonstration by an evaluation consultant model expert; (5) practice with feedback on the use of these skills on the job; and (6) practice with coaching each other as principals, assistants, and department heads worked together with the techniques during the year. (JD)

ED 241 487

SP 023 932

Sitter, Janet P.

A Challenge for the 21st Century: Teacher Educator as Researcher.

Pub Date—3 Feb 84

Note—12p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Research, *Educational Researchers, *Field Studies, Higher Education, Preservice Teacher Education, Research Methodology, Student Teacher Relationship, *Student Teacher Supervisors, Student Teaching, *Teacher Educators

Identifiers—Research Practice Relationship

Imbalances existing between theoretical and practical research and between experimental and naturalistic research can be corrected by teacher educators who conduct research on what they are already doing as part of their professional assignments. These educators are persons whose expertise typically includes several years in the classroom prior to their teacher education work in higher education; they are in a unique position relative to the issues of theory and practice. Reasons for looking to teacher educators to augment the level of research activity in classrooms are based on the opportunity to link research and practice, to study teaching as it naturally occurs, and to foster a healthy research attitude in the profession. A study in which a teacher educator researched the student teaching experience (while functioning as the subjects' university supervisor) demonstrates the feasibility of such research. Positive outcomes of this dual role included: (1) easier entry into the field setting and relationship building; (2) positive effects of the event and its participants; (3) negation of the "halo effect"; and (4) improved ability to carry out both the role of researcher and university supervisor. (JD)

ED 241 488

SP 023 934

Bright, Larry K. And Others

The Global Imperatives for an Education Paradigm Shift.

Pub Date—2 Feb 84

Note—38p; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Change Strategies, *Futures (of Society), *Global Approach, Higher Education, *Human Capital, *Human Services, Information Utilization, *International Relations, Social Attitudes, Teacher Education, Telecommunications

The future role of education is covered in a discussion concerning the shifting of the dominant social paradigm of the United States. It is noted that the paradigm is changing from one that requires social institutions to seek and develop human resources to maintain a position of competitive dominance, to an emerging view of world interdependence. An increasing demand for human services and information processing is predicted. The need for personnel who can communicate readily and effectively across national boundaries is seen as one which will produce a higher priority in education for language, data processing, and knowledge of and skills in human differences. It is also noted that the recognition of a new social paradigm, with a world view of interdependent nations and resources, will strongly affect the changes that need to be made in the education system. Among the changes discussed are the growth of a global information society and education beyond schooling through the human services professions. A structure is described for a college of interdependent human service professions which prepares personnel responsive to the interdependent world paradigm. (JD)

ED 241 489 SP 023 937

Benander, Donald H.

A "Conceptual" Middle School: Freeing the Program from the Building.

Pub Date—14 Jun 82

Note—8p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Facilities Design, *Flexible Facilities, *Middle Schools, Program Development, *School Expansion, Secondary Education, Site Selection, *Space Utilization, *Student Adjustment, *Transitional Programs

The experiment of a "conceptual" middle school raised the possibility of separating the program from the building. The school district in which this innovation has been carried out consists of five elementary schools and one comprehensive high school which service a 400 square mile area. The district includes nine separate towns in western Massachusetts, isolated by steep Appalachian hills and narrow valleys. It is an area of severe winter weather and has a long history of intense local pride, inter-town rivalry, and poverty. Students leaving elementary school and entering high school were facing difficulties in adjusting to a strange new, sometimes rough environment, resulting in poor academic performance and misbehavior. A middle school program was developed that made use of a wing of the regional high school as well as some classrooms in each of the five elementary schools. It was conceived of as a network or bridge linking the six schools by means of a middle school program without an individual building. It was demonstrated to the elementary schools that their graduates were being warmly received, and to the high school that, with increasingly limited resources, students could be better prepared to make intelligent elective choices on entering the ninth grade, and were more able to handle specialized instruction. (JD)

ED 241 490 SP 023 939

Burrows, Lodema Dubitsky, Barbara

Microcomputers in Classrooms: Implications for Teacher Education.

Pub Date—2 Feb 84

Note—18p; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anxiety, Class Activities, Computer Assisted Instruction, *Computer Literacy, Higher Education, *Learning Processes, *Peer Teaching,

*Sequential Learning, Teacher Attitudes, *Teacher Education, *Teaching Methods

A program, developed to train teachers to use the computer, is based on the belief that adults acquire computer literacy in the same way that children do: sequentially and with hands-on experience. Programming is taught first. Reliance is placed on peer teaching as well as teaching by a skilled instructor. The role of play is emphasized in learning computer language and techniques. Materials and introductory instruction are provided, and free exploration is encouraged, followed by instructions for extending the play, deepening it, or showing how to progress so that the learning becomes richer and more satisfying. The role of the instructor in this training method is to be available to answer questions, troubleshoot, provide small lessons for trainees ready for them, and support the learning in whatever way seems suitable. After the programming has begun to solidify in the teachers' minds, further aspects of technology are introduced to them. In addition to this program description, a discussion on experiences with teachers is presented by a computer instructor who collaborated in the development of the program. (JD)

ED 241 491 SP 023 941

Cohen, Leonard S. And Others

Class Size and Instruction: A Field Study. Research on Teaching Monograph Series.

Report No.—ISBN-0-582-28325-6

Pub Date—83

Note—240p.

Available from—Longman Inc. College Division,

1560 Broadway, New York, NY 10036 (\$25.00).

Pub Type—Reports - Research (143) — Books

(010)

Document Not Available from EDRS.

Descriptors—Case Studies, Class Organization, Classroom Environment, Classroom Research, *Classroom Techniques, *Class Size, Discipline, Grade 2, Grouping (Instructional Purposes), Primary Education, *Research Methodology, Student Behavior, *Teacher Attitudes, *Teaching Methods

A research study was conducted by two teams of researchers who investigated how class size influences teaching and learning. Four second grade teachers participated, two from a rural school in Virginia and two from an urban, inner-city school in California. To understand how the same teachers and students responded to different class size conditions, a design was used allowing the researchers to change class size in the middle of the school year. Part I of this report on the research study includes a chapter on methodology, describing in detail the approach to the study. In part II, a description is given of the school year in Virginia, beginning with a description of the school setting, continuing with a chapter about each of the classes, and concluding with a discussion of what changes took place in instructional methods and student reactions after the class size was changed. Part III presents this same sequence of chapters for the school in California. Part IV presents a synthesis and discussion of results from the two schools. Details are provided about the collection and analysis of data as a comparison of data across sites. Part V offers a discussion on the implications for conducting research for teaching and learning. (JD)

ED 241 492 SP 023 943

Garner, C. William Cole, Ernest G.

A Pilot Study on the Congruency of Locus of Control and Field Dependence as Related to Self-Esteem and Academic Achievement.

Pub Date—1 Mar 84

Note—9p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Educationally Disadvantaged, *Individual Characteristics, Interpersonal Competence, *Locus of Control, Middle Schools, Research Methodology, Secondary Education, *Self Esteem, Socioeconomic Influences, *Student Attitudes

Identifiers—*Field Dependence Independence

A pilot study was conducted at two middle schools to investigate the relationship among student locus of control, field dependency, self-esteem, and achievement. A relationship between self-esteem and achievement has already been identified by research; another variable considered as a possible effect on a person's predisposition to achieve was locus of control—the degree to which an individual feels that reward follows from personal behavior

or endeavor, or that reward is controlled by outside forces. Field independence (extracting data from a field of information by personal cognition) or field dependence (viewing a field of information as a whole and applying it directly) were also considered as possible variables related to achievement. The Nowicki-Strickland locus of control scale for children; the Behavioral Academic Self-Esteem Rating Scale by Coopersmith and Gilbert; and the Group Embedded Figures Test by Olman, Raskin, and Witkin were administered to 33 students. This pilot study concentrated on the methodology, statistical processing, and testing instruments; the analysis of results and conclusions will form a basis for the primary investigation (currently in process) which is targeting remedial help for academically disadvantaged students. (JD)

ED 241 493 SP 023 946

Buchmann, Margret

Argument and Conversation as Discourse Models of Knowledge Use. Occasional Paper No. 68.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—Aug 83

Contract—400-81-0014

Note—32p; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 11-15, 1983). For related document, see ED 237 502 and SP 023 947.

Available from—Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 (\$3.50).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication Research, Debate, *Discourse Analysis, *Discussion, *Information Utilization, *Persuasive Discourse, Rhetoric, Speech Communication

This paper considers discourse models of knowledge and use and social problem solving that revive the tradition of dialectical reasoning (the broader term) or rhetoric, i.e., the art of using language, in speaking or writing, to convince others that something is true, right, or better. Discourse models of knowledge use allow taking the context-bound, tentative nature of research knowledge, as well as the beliefs and purposes of clients and patrons, into consideration. Problems derive from a failure to meet such empirical preconditions (e.g., social organization of discourse), and from the fact that such empirical preconditions are pre-supposed concepts of knowledge with an egalitarian rather than an authoritative cast. Where people do not appeal to such standards, discourse may simply reinforce existing inequalities. Social reform and educational change depend in part on a rejection of the dialectical tradition insofar as it involves the language of persuasion rather than that of experiment. These problems are illustrated by looking at pre-suppositions and limitations of argument as a discourse model of knowledge use. In conclusion, argument is contrasted with conversation, and conversation itself is considered as a concept of education. (Author/JD)

ED 241 494 SP 023 947

Buchmann, Margret

The Use of Research Knowledge in Teacher Education and Teaching. Occasional Paper No. 71.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—Dec 83

Contract—400-81-0014

Note—29p; Earlier version presented at the World Assembly of the International Council on Education for Teaching (30th, Washington, D.C., July 1983). For related documents, see ED 237 502 and SP 023 946.

Available from—Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 (\$3.00).

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Change Agents, *Decision Making, Educational Research, Higher Education, *Information Utilization, Knowledge Level, *Research Utilization, *Teacher Behavior, *Teacher Effectiveness

tiveness, Teaching Experience, Teaching Methods

The concept of knowledge utilization and the nature of practical decisions are analyzed to investigate how research knowledge and effective teaching practice are related. It is argued that the personal commitments of teachers, common sense, and normative requirements can also be valid bases for action. The author points out that an over-reliance on research knowledge is unwarranted, for it is time-bound, theory-dependent, and selective. It is suggested that the question of knowledge use in teacher education and teaching can be addressed in its proper context, namely, the striving for practical wisdom. Practical decisions, however, are stated to have a necessary element of arbitrariness, and this arbitrariness that affects teaching practice calls for thought-observation, reflection, experiment, and revision. It is posited that the science of research is organized for the discipline of second thoughts and the quickening of new ones; it is concluded that the quest for knowledge utilization misreads the intelligence of research. The value of research knowledge to teachers and teacher educators, it is stated, lies primarily in the scientific ethos and in processes of inquiry, and only secondarily in the facts researchers lay claim to. (Author/JD)

ED 241 495 SP 023 948

Yinger, Robert J. Clark, Christopher M.

Self-Reports of Teacher Judgment. Research Series No. 134.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jul 83

Contract—400-81-0014

Note—30p; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 11-15, 1983). Available from—Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 (\$3.00).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Research, *Cognitive Processes, *Decision Making, Elementary Education, *Elementary School Teachers, *Evaluative Thinking, *Instructional Materials, Language Arts, Media Selection, Metacognition, Research Methodology, *Teacher Attitudes, Teacher Characteristics, Teaching Experience

Comparison was made of the results of three analyses of teacher judgments concerning the selection of curriculum materials for the teaching of writing in elementary school. Twenty-five male and female fourth and fifth grade teachers, with teaching experience ranging from 4 to 33 years, responded to questions on their judgments of the value of language arts activities (described by short statements of purpose and a listing of the steps involved in planning and conducting the activity). The intent of the study was to determine the validity of three types of research used in exploring the judgment process: (1) policy capturing analysis; (2) process tracing analysis; and (3) analysis of teachers' self-reports of their judgment processes. Among conclusions reached were the following: (1) Teachers as judges may have better insight into their own decision processes than researchers usually give them credit for. Closer attention should be paid to differences in language and level of detail offered by the various methods and to what kind of data is used to evaluate the validity of verbal reports. (2) Better models of the tasks in which judgment is being examined should be developed. (3) More should be known about how experience influences judgment. (4) Multi-method approaches will probably provide more accurate results. (JD)

ED 241 496 SP 023 949

Buchmann, Margret

Role over Person: Justifying Teacher Action and Decisions. Research Series No. 135.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 83

Contract—400-81-0014

Note—42p.

Available from—Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 (\$3.50).

ing, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 (\$3.50).

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accountability, *Conformity, Decision Making, Elementary Education, Elementary School Teachers, Evaluation Criteria, *Personal Autonomy, Reference Groups, *Role Perception, Social Cognition, *Teacher Effectiveness, Teacher Responsibility, *Teacher Role

Competing norms for justifying actions and decisions in teaching and their effects on the curriculum and teacher learning are discussed. Interpreting teaching as a moral action, this paper argues that a personal orientation (personal practice, feeling, or beliefs) removes teacher action and decisions from the realm of objective and professional criteria for judging appropriateness. Personal reasons carry little weight in considering the wisdom of teacher actions and decisions. In teaching, appropriate actions or decisions are tied to the public realm, constrained by both facts and collective norms. Role orientation can be defined as endorsing and using collective criteria or justifying teacher actions and decisions by reference to larger contexts—colleagues, curriculum, accountability, and teacher ideas of effective practice that recognize publicly accepted criteria. Excerpts from interviews with 20 elementary school teachers are analyzed to identify teacher orientations (personal versus role) and justifications (emphasis on the teacher, the student, or the curriculum). Studies are reviewed that show the problematic effects of a personal orientation in teaching on the curriculum and teacher learning. It is suggested that a personal orientation cuts teaching off from its moral roots, affecting both teacher and student learning adversely. (Author/JD)

ED 241 497 SP 023 951

Marston, Paul T. Clements, Richard O.

Measuring Attitudes That Bias Teacher Observation.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—RDCTE-TR-5068

Pub Date—30 Apr 79

Note—20p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Measures, *Classroom Observation Techniques, *Evaluation Criteria, *Experimenter Characteristics, Interaction Process Analysis, *Research Methodology, Teacher Behavior, Teacher Effectiveness, Teacher Evaluation

It was hypothesized that individual differences in observer attitudes might affect the way observers code teacher behavior. A questionnaire assessing educational attitudes was given to 22 subjects who were trained on 3 classroom observation systems: the Flanders Interaction Analysis, the Classroom Observation Scales, and the Classroom Observation Record. Subjects viewed videotapes of eight teachers and then rated each teacher on a Post-Coding Questionnaire. The questionnaire requested responses on a seven-point scale to the following items: (1) How well did you like the teacher? (2) How well did the teacher present the subject matter? (3) How well did the teacher interact with the students? and (4) How well did the students interact with the teacher? Correlations with these four factors found for the attitude survey confirmed the study hypothesis. It is suggested that observers perceive an effective teacher via general impressions, and that codings indirectly indicate these perceptions. Tables and references are included. (JD)

ED 241 498 SP 023 952

Clements, Barbara S. Everson, Carolyn M.

Developing an Effective Research Team for Classroom Observation.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—RDCTE-RD-6103

Pub Date—Feb 80

Grant—OB-NIE-G-80-0116

Note—17p; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, February 7-9, 1980).

Pub Type—Speeches/Meeting Papers (150)—Re-

ports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Observation Techniques, *Classroom Research, *Experimenter Characteristics, Interaction Process Analysis, Junior High Schools, Lesson Observation Criteria, Teamwork, *Training Methods, Writing Skills

One of the main advantages of the naturalistic approach to classroom research is that the observations are of natural phenomena, occurring in circumstances which the researcher ultimately hopes to generalize. Some problem areas are associated with this approach, however. Observers must obtain complete and accurate records of classroom activities and teacher and student behavior. They must also maintain objectivity in their narrative records. The difficulty also exists that the presence of the observer may intrude or interfere with normal classroom functioning. This paper presents some of the considerations made and techniques used to select and train observers for a major naturalistic classroom observation study, the Junior High Classroom Organization Study. Priorities used for selecting observers are described, including classroom experience, either as a teacher or observer, and writing skills. A description is given of the activities which were engaged in during the training week. It is reported that each of the three problem areas that are associated with naturalistic studies was dealt with and some success was achieved in ameliorating them. It is pointed out that it is necessary to choose observers carefully, train them extensively, and supervise them closely. (JD)

ED 241 499 SP 023 953

Emmer, Edmund T. Everson, Carolyn M.

Effective Management at the Beginning of the School Year in Junior High Classes.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—RDCTE-RD-6107

Pub Date—Mar 80

Grant—OB-NIE-G-80-0116

Note—49p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Classroom Environment, *Classroom Techniques, Junior High Schools, Student Behavior, Student Responsibility, Student Teacher Relationship, *Teacher Behavior, *Teacher Characteristics, *Teacher Effectiveness, Time on Task

Identifiers—Junior High Classroom Organization Study

Year-long observations of 51 teachers in 11 junior high schools resulted in identification of 2 groups of teachers who were rated as either more or less effective in classroom management during the year. Subsequently, these groups were observed and comparisons were made of their behaviors and activities during the first three weeks of school. After examining narrative and observational data, several broad themes or clusters of variables emerged to differentiate the more and less effective managers. These areas included: (1) rules and procedures; (2) teacher monitoring of student compliance and following through with consequences; (3) establishment of a system of student responsibility or accountability for work; (4) skills for communicating information; and (5) skills in organizing instructional activities. This report presents an analysis of teacher behaviors for each group in each of these areas. Implications of the results for teacher education and research on teaching are discussed. Appended tables provide data on all of the variables measured and compared during the study. (JD)

ED 241 500 SP 023 954

Greene, Jennifer C.

Conceptual Study of Students' Sense of Efficacy.

Rhode Island Univ., Kingston.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 82

Grant—NIE-G-80-0074

Note—71p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, *Classroom Environment, Classroom Techniques, Grouping (Instructional Purposes), *Individual Characteristics, Intermediate Grades, *Locus of Control, Self Concept, Student Attitudes, Student

Behavior, *Student Motivation, Student Responsibility, Teacher Behavior, Teaching Methods, Time on Task

This final report summarizes the purpose, procedures, and results of a study, initiated in 1980, which investigated the interrelationships among motivational variables related to 423 fourth through sixth grade students' sense of efficacy in the classroom, or classroom motivation. Sense of efficacy was initially defined as a student's perception of personal control over and responsibility for classroom learning experiences. This was construed as a dynamic process involving interactions among motivational and achievement characteristics of the learning environment. Measures of both personal characteristics and classroom characteristics were included. The study explored linkages among different motivational theories and conceptualized motivation as influenced both by person and situation characteristics. Study results are presented in three parts. First, results of analyses of interrelationships among student motivational and achievement variables are summarized. Second, the results of analyses of the classroom data set alone are presented, and third, findings regarding the relationships between student and classroom characteristics are listed. (Seventeen tables based on data analysis are included in the document.) (JD)

ED 241 501 SP 023 955

Stallings, Jane A.

A Program to Train Apprentices to Lead Inservice Workshops for Secondary Teachers of Basic Skills. Developer/Demonstration Project. Final Report.

Stallings Teaching and Learning Inst., Mountain View, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—30 Sep 81

Grant—NIE-81-0008

Note—87p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Basic Skills, Class Organization, *Classroom Techniques, *Inservice Teacher Education, *Peer Teaching, *Program Development, *School Cadres, Secondary Education, Secondary School Teachers, Staff Development, Student Improvement, Teacher Effectiveness, Teacher Workshops, *Time Management, *Time on Task

The Development and Demonstration project has trained interns to lead Effective Use of Time in-service workshops for secondary school teachers of basic reading and mathematical skills. These interns then returned to their home bases and trained teachers who could in turn train other teachers to use the Stallings Effective Use of Time methods. The Effective Use of Time/Staff Development Model was developed during a multi-phased study in secondary schools, and its goal was to help teachers learn to manage their classroom time effectively. This final report contains four sections. Section 1 outlines phase 1 and 2 of the development model, phase 3, "Training Teachers as Trainers," and phase 4, "Training Interns as Apprentices." Section 2 discusses the Effective Use of Time Intern Training Program. Section 3 describes project implementation at the four home sites: (1) West Virginia State Department of Education; (2) University of South Carolina; (3) Northern California Juvenile Court Schools; and (4) San Fernando Valley Federal Teachers Center. Appendices include: (1) letter to sponsoring agencies; (2) summary of workshops; (3) feedback letters to interns; and (4) site report from West Virginia State Department of Education. (JMK)

ED 241 502 SP 023 957

Blumenfeld, Phyllis C. Hamilton, V. Lee

Socialization into the Student Role. Final Report.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—[81]

Grant—NIE-G-78-0190

Note—176p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Class Organization, Classroom Techniques, Elementary Education, *Elementary School Students, Grade 1, Grade 5, *Socialization, *Student Attitudes, Student Behavior, *Student Role, *Student Teacher Relationship, Teacher Attitudes, Teacher Behavior, Teacher Effectiveness, *Teacher Influence, Teacher Role

This interdisciplinary study examined socialization of first and fifth grade elementary school children into the student role. The study focuses on the effects of teachers' socializing communication on children's views of norms for classroom life by means of observation and questionnaires. Data of several types are analyzed and interrelated: teacher communication about the content of student role; student perceptions of that role; the impact of structural variables like openness of classroom on both teacher talk and student thought; the impact of children's demographic characteristics on both; and the interrelationships between teacher talk and student thought. Three broad patterns emerge from these data: (1) Teachers play a managerial role and students respond in ways reminiscent of workers rather than learners; (2) Of demographic differences among children, grade level stands out as having dominant impact; and (3) Teacher communication has a differential impact upon the audience, and the meaning of teacher messages is not always clear without knowing the recipient. Study data are displayed on 19 charts, and a published version of the study, entitled *Teacher Talk and Student Thought: Socialization into the Student Role*, accompanies the report. (JMK)

ED 241 503 SP 023 958

Hoover-Dempsey, Kathleen V. Kendall, Earline D.

Stress and Coping among Teachers: Experience in Search of Theory and Science. Final Report.

George Peabody Coll. for Teachers, Nashville, Tenn.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—[82]

Grant—NIE-G-81-0109

Note—129p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adjustment (to Environment), *Coping, *Individual Characteristics, Job Analysis, Peer Relationship, Psychological Patterns, *Social Support Groups, *Stress Management, *Stress Variables, Teacher Burnout, *Teaching (Occupation)

Identifiers—*Teacher Stress

An integrative review of literature on the causes and probable consequences of teacher stress is presented. The review is grounded on the assumptions that both positive and negative stress are an integral part of human experiences, varying across individuals, and can be best understood within the context of how individuals cope with it. Based on this review, the report moves to an analysis of the literature on stress in teaching, focusing on the work-related variables of student concerns and issues in administrative policy and practice. Literature on teacher stress is examined in relation to the broader body of literature on occupational stress in general. Emerging from the analysis as important issues are social support, role factors in the workplace, and person-environment fit. The consequences of stress are examined with reference to occupations in general and teaching in particular. Coping literature is analyzed, with particular reference to personal factors affecting coping. Personal resources and social support, particularly from co-workers, are reported as emerging as significant factors. The report concludes with observations and recommendations based on the analysis. (Author/JD)

ED 241 504 SP 023 959

Gage, N. L.

Should Research on Teaching Be Generic or Specific?

Stanford Univ., Calif. Center for Educational Research (DHEW), Washington, D.C.

Pub Date—Sep 77

Contract—NE-C-00-3-0061

Note—35p.; Published by the Program on Teaching Effectiveness of the Center for Educational Research at Stanford.

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Research, Elementary Secondary Education, *Instruction, *Program Effectiveness, *Research Design, *Research Methodology, Research Utilization, Teaching Methods Research on teaching can be concerned with teaching in general or it can be conducted with a single kind of subject matter. Which kind of re-

search is more advantageous? This issue arises in the planning of programs of research on teaching. The generic approach looks for uniformities, concepts, and principles that apply across all or many subject matters. The curriculum-specific approach is based on the assumption that subject matter does make a difference in the kinds of teaching behavior, methods, strategies, styles, and skills that the investigator needs to be concerned with and in the kinds of results that will be found. The arguments concerning the generic-specific issue in research on teaching can be grouped into three categories, each of which are dealt with in this paper: (1) those dealing with the generality of learning and teaching processes; (2) those dealing with the problem of multiplicity; and (3) those dealing with conceptualizations of the pedagogical domain. After examining these three areas, this paper proposes that research should be concentrated in a relatively small number of conjunctions of grade-level, subject matter, and socioeconomic level, i.e., the research approach used should be specific rather than generic. (JMK)

ED 241 505 SP 023 960

Gage, N. L. And Others

A Systematic Teacher Training Model: Part 1.

Theory and Research in Teacher Education.

Stanford Univ., Calif. Center for Educational Research at Stanford.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 77

Contract—NE-C-00-3-0061

Note—119p.; For related document, see SP 023 961.

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Futures (of Society), Higher Education, *Learning Processes, *Program Development, Research and Development, Research Needs, *Teacher Education, Teacher Education Programs, Teacher Effectiveness, *Teaching Methods, Teaching Skills, Teaching Styles, *Training Objectives

Identifiers—*Systematic Teacher Training Model

This report proposes a design for teacher training, and for research and development in teaching and learning, that seeks to capitalize on the diversity and adaptivity of teaching and learning in the real world. Chapter I provides an overview of teacher education in the context of educational concerns at large. It discusses the processes of teaching and learning and the ways in which they interact with curriculum and student characteristics. Speculations are offered on the future of teacher education and research in teaching. Chapter II deals with research and development in teacher education in the 1960s. Various technological developments are considered—systems approaches, microteaching, protocol and training films, and flexible scheduling. Also discussed are humanistic reactions to performance-based teacher education. Chapter III considers the role of certain aspects of theory and method in teaching research. The final chapter, chapter IV, deals with the development and operation of a Systematic Teacher Training Model. (JD)

ED 241 506 SP 023 961

Gage, N. L. And Others

A Systematic Teacher Training Model: Part 2. The

Practice Component of Teacher Education.

Stanford Univ., Calif. Center for Educational Research at Stanford.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 77

Contract—NE-C-00-3-0061

Note—100p.; For related document, see SP 023 960.

Pub Type—Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Classroom Research, Classroom Techniques, *Educational Diagnosis, Higher Education, Problem Solving, *Resource Materials, *Self Evaluation (Individuals), Teacher Centers, *Teacher Education, Teacher Education Programs, *Training Methods

Identifiers—*Systematic Teacher Training Model

This report on a Systematic Teacher Training Model deals with the operation of a teacher education program in providing practice for preservice and inservice trainees. Chapter I describes major program components: (1) selection, diagnosis (of trainee's needs), and placement; (2) programmed or

nonprogrammed training and practice; (3) evaluation; (4) assignment and follow-up (or teacher critique); and (5) feedback to the trainee and the training system to serve as the basis for a new diagnosis. In chapter II, a discussion is presented on alternative kinds of practice, some dimensions along which they can be described, and some principles that may guide choices among these alternatives. A comprehensive list of teaching training material catalogs, developed from research studies, is included, as well as protocols available for improving teacher understanding of concepts and an overview of recent research on newer training methods. Chapter III offers a review of literature on the development and functions of teacher centers, with particular attention to kinds of guidelines and resources available to those interested in initiating or improving them. The final chapter, chapter IV, considers the future of "practice" in teacher education. (JD)

ED 241 507 SP 023 963

Overnight on Teacher Preparation. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date—17 Nov 83
Note—65p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accreditation (Institutions), Admission Criteria, Career Ladders, *Curriculum Development, *Educational Quality, *Educational Trends, Graduation Requirements, Higher Education, Minimum Competency Testing, *Teacher Certification, *Teacher Education, *Teacher Education Programs, Teacher Salaries

A full report is presented of testimony on teacher preparation given by witnesses before the subcommittee on postsecondary education. Included are the remarks and prepared statements of the following witnesses: (1) Marie D. Eldridge, Administrator of the National Center for Education Statistics, who discussed survey data on making teacher education curriculum more rigorous, raising the criteria for entering teacher education programs, and extending the teacher education program beyond four years; (2) C. Emily Feistritzer, of Feistritzer Associates, who presented an analysis of data pertaining to enrollments of students, numbers of people going into teaching, salaries of teachers, and economic conditions of schooling; (3) David G. Imig, Executive Director of the American Association of Colleges for Teacher Education, who reported data regarding student population, teacher education faculty, curriculum revision, standards, funding of education departments, and examples of innovative practices; and (4) Phillip C. Schlechty, Professor of Education, University of North Carolina, who explored issues of student teacher quality and the number of teachers who are now being graduated and hired by school systems. (JD)

ED 241 508 SP 023 965

Wedman, John. Strathie, Marlene I. Computer Literacy for Teacher Educators: A Prerequisite for the 21st Century.

Pub Date—Feb 84
Note—37p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, *Change Strategies, College Faculty, *Computer Literacy, *Delivery Systems, *Faculty Development, Higher Education, Individual Characteristics, Inservice Teacher Education, Learning Processes, *Program Development, *Teacher Educators

The Faculty Development in Computers Project (FDIC) at the University of Northern Iowa creates an on-going support structure for faculty involved in the process of incorporating computer technology into their personal and professional activities. Specifically, the FDIC facilitates development of broadly defined computer literacy among teacher educators through a differentiated delivery system model and correspondingly monitors faculty development through a change based mode. The FDIC Project is based on a synthesis of conceptualizations

of the change process, adult learning, and faculty development. The project model is organized along three dimensions. One dimension represents the individual level of concern about computer technology (awareness raising and information gathering; exploration and preparation; implementation; and collaboration and innovation). The second dimension represents major contexts in which a faculty member may apply computer technology (instructional, creative, management, or personal). The third dimension represents the various levels of organizational structures in which the FDIC interventions can be operationalized (individual, group, department, or college level). Also discussed in this report concerning FDIC are: (1) relationships among dimensions; (2) interventions: intentional and incidental; and (3) project evaluation. (JMK)

ED 241 509 SP 023 966

Seiferth, Bernice B. Tyree, Carolyn L. Parenting Education Classes: Promise and Paradox.

Pub Date—[83]
Note—13p.

Pub Type—Information Analyses (070) — Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Child Welfare, Early Parenthood, Elementary Secondary Education, *Parent Child Relationship, *Parenthood Education, *Pregnancy, Pregnant Students, *Program Design, Social Change, Teacher Education, Youth Problems

There are many reasons for implementing a course in parenting education in the schools. Among them are: (1) In the past decade, premarital sex among teenage girls has risen from 30 to 50 percent; (2) One child of every five is born to teenage parents and 94 percent of these teenagers keep their babies; and (3) 90 percent of teenage mothers drop out of high school and nearly half never finish the eighth grade. In a recent survey of the status of parenting education, 29 states reported offering parenting education. Programs in parenting should deal with vocational and family life education, supportive family relationships, emotional needs, health and family planning, and the availability of social services and crises counseling. It is suggested that: (1) Colleges of education become more aware of problems facing a changing society and implement appropriate courses; (2) State boards of education, in conjunction with parent and teacher committees, develop Parenting Education curricula; (3) State boards of education establish minimum standards for teachers of parenting education classes; and (4) Public schools cooperate with other state agencies in dealing with parenting. (JMK)

ED 241 510 SP 023 973

Matthews, Doris B. And Others Staff Development: A Matter of Survival.

Pub Date—Mar 84
Note—26p.; Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development (New York, NY, March 10-13, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Elementary Secondary Education, *Inservice Teacher Education, Instructional Improvement, Needs Assessment, Program Design, *Program Development, *Program Implementation, School Districts, Self Evaluation (Individuals), *Staff Development, Student Evaluation, *Teacher Role

An in-progress staff development program in a small, rural school district in South Carolina strives to make teaching and supervising more rewarding to the staff member while at the same time improving instruction for students in the schools. The program is the result of attempts by the school district to survive through staff development. With limited funds to institute change, the school district utilized consultants from a nearby college and university. Components of the 5-year program include needs assessment, planning, implementation, and evaluation. In anticipation of staff growth, the model moves from structured to less structured experiences and focuses on weaknesses identified by a variety of sources. One of the plan's major strengths is classroom follow-up. A self improvement plan is appended, and charts and figures are included in the text of the report. (JMK)

ED 241 511 SP 023 977

Bennett, John P.

The American Square Dance—Part of Our National Heritage.

Pub Date—24 Mar 84

Note—11p.; Paper presented at the Health and Physical Education Teacher's Conference (Fredericksburg, VA, March 24, 1984).

Pub Type—Speeches/Meeting Papers (150) — Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Dance, *Dance Education, *Folk Culture, *United States History

Identifiers—*Square Dancing

The American Square Dance became the official National Folk Dance of America by an act of Congress in 1982. Although the square dance contains some elements similar to the New England Quadrille, the Kentucky Running Set is thought to be the true foundation for its movements and configurations. The Running Set has been traced back to the source of all English country dances, the May-Day Round, and to early pagan ceremonies. The Square Dance evolved in the Appalachians, which were settled by people from Northern England and the lowlands of Scotland. A history is given of the evolution of the American Square Dance. The contents of the Congressional designation of the Square Dance as the National Folk Dance of America is presented, and it is noted that this resolution is ample justification for inclusion of contemporary square dance in the school curriculum. (JD)

ED 241 512 SP 023 980

Bell, David Reed, Stan Teaching, an Alternative to Leisure: Ozark Case Studies of Mid-Life Retirees.

Pub Date—Jan 84

Note—22p.; Paper presented at the Transitions to Leisure Conference (St. Petersburg, FL, January 25-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Choice, *Individual Psychology, Interpersonal Relationship, *Leisure Time, Life Satisfaction, *Life Style, *Middle Aged Adults, Need Gratification, Quality of Life, *Re-entry Workers, Sex Differences, *Teaching (Occupation), Work Attitudes

This document identifies characteristics and patterns of characteristics of those who have leisure as a mid-life option. A comparison was made between individuals electing to pursue leisure and those electing to enter teaching at this life stage. Results of structured interviews, statistical results, and an analysis of a life satisfaction scale are given. In comparisons of teachers with those electing leisure, significant differences were observed in four categories: importance of religion, importance of television, importance of new experiences, and importance of sexual relationships. Leisure advocates' values were higher only in the television category. In the secondary comparisons (males/females), three significant differences were observed: importance of non-work activities, importance of literature, and importance of the outdoors. Males leaned toward the importance of the outdoors. The results of the life satisfaction scale found no significant differences in comparisons between teachers/leisure, males/females, female teachers/male teachers, and leisure females/leisure males. (Author/JD)

ED 241 513 SP 023 981

More Work in the New Basics Is Needed to Meet Standards of National Commission on Excellence in Education. National Center for Education Statistics Bulletin.

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-84-204b

Pub Date—Feb 84

Note—13p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Science, *Credits, Demography, *Educational Quality, English, *Graduation Requirements, *High Schools, Mathematics, Required Courses, Sciences, *Secondary School Curriculum, Second Languages, Social Studies, Socioeconomic Status, *Standards

Identifiers—*National Commission on Excellence in Education

An analysis of 12,000 1982 high school graduates' transcripts, as part of a study conducted by the National Center for Education Statistics, substantiates

the National Commission on Excellence in Education's (NCEE) concern about students' insufficient coursework in the new basics: English, mathematics, science, social studies, and computer science. An analysis of who earns how many credits in the new basics reveals substantial differences among subgroups defined by race/ethnicity, socioeconomic status, high school program, type of school attended, and geographical region. Analysis presented in this bulletin has three parts: (1) an examination of course distribution taken in the new basics, with a focus on number of additional credits needed by some students to meet NCEE standards; (2) a description of the number of credits earned by grade level; and (3) a comparison of credits earned among students with different backgrounds. Six tables and figures are included. (JMK)

ED 241 514 SP 023 982

Oxman, Wendy G. Michelli, Nicholas M.
Project THISTLE: Thinking Skills in Teaching and Learning. A Model College-School Collaborative Program in Curriculum and Staff Development.

Montclair State Coll., Upper Montclair, NJ. School for Professional Studies.
Pub Date—Feb 84

Note—21p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984). The THISTLE Project is supported by the Fund for New Jersey, the Victoria Foundation, the Jessie Smith Noyes Foundation, and the New Jersey Board of Higher Education.
Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, *College School Cooperation, Critical Thinking, *Curriculum Development, Discussion (Teaching Technique), Elementary Secondary Education, Higher Education, Inservice Teacher Education, Interdisciplinary Approach, *Program Development, Program Implementation, Questioning Techniques, Staff Development, *Student Improvement, *Teacher Effectiveness, Teaching Methods, Urban Education

Identifiers—Montclair State College NJ, *New Jersey (Newark)

Project THISTLE (Thinking Skills in Teaching and Learning) is designed to improve the basic skills of college bound urban students by working with their teachers in an integrated process of curriculum and staff development. The project's emphasis is on preparation of classroom teachers to strengthen creative, logical, and critical thinking abilities of their students, helping them to develop the interest, willingness, and ability to engage in intellectually active, constructive, and reflective encounters with ideas within the content areas. The project design involves participating teachers in three "phases" of staff/curriculum development over a period of three years or more. The three overlapping but sequential phases are: (1) graduate course work in curriculum development and basic skills instruction; (2) classroom implementation of individually prepared curriculum plans; and (3) extension activities depending upon individual personal and professional needs, strengths, and preferences. Project THISTLE was initially conceived by Montclair State College (New Jersey) faculty and planned as a cooperative higher education/local education agency venture involving the college and the Newark (New Jersey) public schools. At present, more than 100 teachers from 10 high schools and 3 elementary schools are actively engaged in Project THISTLE. (JMK)

ED 241 515 SP 023 984

Clement, Annie
The Law and Competency Evaluation.

Pub Date—3 Feb 84
Note—22p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Court Litigation, *Graduation Requirements, High Schools, Legal Problems, *Minimum Competency Testing, State Legislation, *Student Evaluation, Teacher Role, Test Construction, Test Results, *Test Validity

Identifiers—California, *Debra P v Turlington,

Florida, *Fourteenth Amendment

Competency testing often refers to a system devised to assure successful performance on a specific test, in addition to other mandated criteria as a requisite to obtaining a high school diploma. Minimum competency testing is usually defined in one of two ways: as the acquisition of basic skills or as the demonstrated ability to apply basic skills to everyday life situations. The latter definition seems to be the most popular one. This paper examines major litigation that has occurred in the area of testing. Legal standards are explained and analyzed with reference to measurement principles. A discussion of future directions in which law and evaluation may move and strategies that educators might employ to better educate the legal profession about evaluation follows. A 22-item bibliography concludes the document. (JMK)

ED 241 516 SP 024 002

Johnson, David W. And Others
Circles of Learning. Cooperation in the Classroom. Association for Supervision and Curriculum Development, Alexandria, Va.

Report No.—ISBN-0-87120-123-2

Pub Date—84

Note—89p.

Available from—Association for Supervision and Curriculum Development, 225 North Washington St., Alexandria, VA 22314 (Stock Number 611-84324, \$8.50).

Pub Type—Reports - Descriptive (141) — Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Role, Classroom Environment, *Cooperative Planning, *Educational Cooperation, Elementary Secondary Education, Grouping (Instructional Purposes), Learning Strategies, *Socialization, Student Responsibility, Teacher Effectiveness, *Teacher Role, *Teaching Methods

Identifiers—*Cooperative Learning

Cooperative learning processes have been rediscovered and are being used throughout the country on every level. The basic elements of cooperative goal structure are positive interdependence, individual accountability, face-to-face interaction, and cooperative skills. The teacher's role in structuring cooperative learning situations involves clearly specifying lesson objectives, placing students in productive learning groups and providing appropriate materials, clearly explaining the cooperative goal structure, monitoring students, and evaluating performance. For cooperative learning groups to be productive, students must be able to engage in the needed collaborative skills. Cooperative skills and academic skills can be taught simultaneously. The implementation of cooperative learning needs to be coupled with the implementation of collaborative professional support groups among educators. Both the success of implementation efforts and the quality of life within most schools depend on teachers and other staff members cooperating with each other. Support for the program takes as careful structuring and monitoring as does cooperative learning. (JD)

ED 241 517 SP 024 003

Amodeo, Luiza B. Martin, Jeanette

The Computer Experience Microvan Program: A Cooperative Endeavor to Improve University-Public School Relations through Technology.

Pub Date—[82]

Note—10p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College School Cooperation, Computer Literacy, Educational Technology, Elementary Secondary Education, Information Dissemination, *Inservice Teacher Education, *Learning Experience, *Microcomputers, Mobile Classrooms, *Mobile Educational Services, Outreach Programs, *Program Development, Program Effectiveness, Rural Education, School Business Relationship, Staff Development, Student Participation

Identifiers—*New Mexico State University

To a large extent the Southwest can be described as a rural area. Under these circumstances, programs for public understanding of technology become, first of all, exercises in logistics. In 1982, New Mexico State University introduced a program to inform teachers about computer technology. This program takes microcomputers into rural classrooms (via a van that travels throughout the state)

in order to introduce microcomputer technology and its potentials for educational programs to students and teachers. The program's organizational structures involves support from the International Space Center, the International Hall of Fame Foundation, New Mexico State University, and Texas Instruments Corporation. The van program cost for schools is \$150 per day. Objectives of the project encompass: (1) computer awareness; (2) computer literacy; and (3) hands-on machine time. The van project has been effective in improving university relations with public elementary and secondary schools. (JMK)

ED 241 518 SP 024 004

Hanson, Mary Ellen

Competition vs. Recreation in the Early Development of Women's Basketball, 1891-1922.

Pub Date—3 Nov 83

Note—14p.; Paper presented at the Midyear Conference of the Special Interest Group: Research on Women in Education, American Educational Research Association (9th, Tempe, AZ, November 3, 1983).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Basketball, *Competition, Higher Education, Physical Education, Program Development, *Recreational Activities, *Social Attitudes, Social Change, *Social History, Sociocultural Patterns, Student Attitudes, *Women's Athletics

In the late 19th century and the early 20th century, an era of narrowly circumscribed female roles, basketball created tension by expanding women's opportunities for competitive athletic activity. The characteristics which made it popular with women—spontaneity, freedom of movement, and vigorous team play—contradicted prevailing ideals of feminine behavior, which were understood to be demure, restrained, and passive. The response to women's basketball exemplifies the ambiguity of women's education in late 19th- and early 20th-century America, and the controversy continued throughout the first half of the 20th century. Basketball for girls and women has been called "the bane of four generations of collegiate educators." Educators, youth workers, towns, schools, colleges, and players themselves have promoted women's basketball for a variety of conflicting reasons. And, despite controversy, regulation, and rule modification, basketball has remained one of the most popular sports for women. The author, in discussing competition vs. recreation in the early development of women's basketball (1891-1922), concentrates on three topics: (1) the game's rapid acceptance as a collegiate and secondary school activity; (2) the phenomenon of rule modifications for female players; and (3) the effect of sex role ideology on the attitudes of physical educators. (JMK)

ED 241 519 SP 024 005

Michigan Health Care Costs Review. Personal Health Care Expenditures, 1966-1981. Number 1.

Michigan State Office of Health and Medical Affairs, Lansing.

Pub Date—Feb 83

Note—65p.; For related document, see SP 024 006.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Dentistry, *Expenditures, Health Insurance, *Health Services, Hospitals, *Medical Services, Medicine, Nursing Homes, Optometry, State Norms

Identifiers—*Michigan

Data are presented describing expenditures for personal health services in Michigan from 1977 to 1981. The rapid growth in expenditures is illustrated, as well as the rates of growth in expenditures, for major categories of health services. Personal health expenditures are defined as payments for care directly provided to patients: specifically, hospital and nursing home services, physician and dental services, services provided by other professionals, drugs, eyeglasses and appliances, and other patient-care services. These expenditures are further defined by their being paid for by private health insurance programs, Medicare and Medicaid, and individual spending. Excluded from this report are expenditures for public and environmental health services, administration of health insurance programs, and health-related research and educational activities. Appendices include: (1)

methodology for estimating personal health expenditures; (2) definition and methodology used by health care financing administration to estimate state personal health expenditures; and (3) demographic and economic adjustments. (JD)

ED 241 520 SP 024 006

Michigan Health Care Costs Review. Michigan State Government Health Expenditures, 1978-1984. Number 2.

Michigan State Office of Health and Medical Affairs, Lansing.

Pub Date—Feb 84

Note—36p.; For related document, see SP 024 005.

Pub Type—Numerical/Quantitative Data (110)—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Expenditures, Government Role, *Health Services, *Medical Services, *Public Health, Public Health Legislation, *Resource Allocation, *State Government, State Norms

Identifiers—*Michigan

This paper and the accompanying data describe health-related expenditures made by Michigan state government agencies from fiscal year 1978 through fiscal year 1984. Expenditures represented in the data include resources received from the federal government. (The data exclude certain expenditures which might be considered health-related, such as: state appropriations for medical, dental, nursing, and allied health education, school lunch and breakfast programs, and total state employee health insurance costs.) Information is provided on: (1) trends in Michigan's health expenditures; (2) expenditures by health category; (3) expenditures by government agency or department; and (4) fiscal year 1984 appropriations by health category. Tables in this section show each department's appropriation as a dollar amount, as a percentage of total state appropriations for the health category, as a percentage of the department's total health appropriation, and as a percentage of the total state government health appropriation. Each table is followed by a figure which represents the various state departments' participation in the health category. (JD)

ED 241 521 SP 024 007

Marty, Phillip J. McDermott, Robert J. The Effectiveness of Alternative Cancer Education Programs in Promoting Knowledge, Attitudes, and Self-Examination Behavior in a Population of College-Aged Men.

Pub Date—[83]

Note—14p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, *Cancer, *College Students, Health Education, Higher Education, Knowledge Level, *Males, Program Effectiveness, Student Attitudes, *Student Behavior

Identifiers—*Self Examinations (Physical), *Testicular Examination

A study determined whether changes in knowledge, selected attitudes, and self-examination behavior occurred among college-aged men after exposure to alternative cancer education programs. College-aged men ($n=128$) from two large health education classes at a mid-western university were randomly assigned to two treatment groups. The first group (control) received an educational program consisting of exposure to pamphlets addressing testicular cancer and testicular self-examination. The second group (experimental) received exposure to an educational program facilitated by an individual who had a history of testicular cancer. At the conclusion of each treatment, subjects responded to an inventory which assessed knowledge and attitudes toward cancer and toward self-examination procedures. Three months later, a questionnaire was sent to each participant requesting information about self-examination behavior subsequent to participation in the program. Conclusions of this study indicate that neither of the treatments is advantageous to the acquisition of knowledge; however, the use of a facilitator with a history of cancer in a cancer education program can influence selected attitudes and improve self-examination behavior. (Author/JMK)

ED 241 522 SP 024 008

Marty, Phillip J. McDermott, Robert J. Utility of Pamphlets in Promoting Knowledge and Positive Attitudes about Two Early Cancer Detection Procedures.

Pub Date—[83]

Note—16p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, *Cancer, *College Students, Health Education, Higher Education, *Instructional Systems, *Knowledge Level, *Pamphlets, Program Effectiveness, Student Attitudes, Teaching Methods

Identifiers—Breast Examination, *Self Examinations (Physical), Testicular Examination

Informational pamphlets about breast self-examination (BSE) and testicular self-examination (TSE) are widely distributed in health care settings, but the pamphlets' effectiveness in promoting knowledge and positive attitudes about these early cancer detection procedures is largely unknown. A study compared pamphlets with alternative methods of information delivery about BSE and TSE. Subjects were 219 females and 157 males enrolled in a health science course at a midwestern university. Female subjects were randomly assigned to BSE pamphlet, modeling, or modeling with guided practice groups. Male subjects were randomly assigned to TSE pamphlet group or to one of two alternative facilitator-conducted groups. Knowledge and attitudes about BSE and TSE were post-tested upon completion of the 60-minute programs. Groups did not differ with respect to knowledge about the respective early detection procedures, but more favorable responses in the facilitator-conducted programs did occur among groups in both BSE and TSE programs regarding selected attitudes. It was concluded that pamphlets may be the simplest, most cost-effective information delivery mode when knowledge gain is the sole educational program objective. However, attitudinal change may require that more person-oriented approaches be taken by health professionals in educational roles. (Author/JMK)

ED 241 523 SP 024 010

Anderson, Lorin W.

Teachers, Teaching and Educational Effectiveness.

Session I: Overview Presentation. Title I Dissemination and Program Improvement. East Coast Seminar.

Research for Better Schools, Inc., Philadelphia, Pa. Pub Date—Jan 82

Note—21p.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, Classroom Research, *Classroom Techniques, Elementary Secondary Education, *Student Behavior, Student Teacher Relationship, Teacher Characteristics, *Teacher Effectiveness, *Teacher Response, *Teaching Skills, Teaching Styles

This seminar overview presents a summary of widely accepted findings by researchers on the qualities, behaviors, and characteristics of effective teachers. As defined in this paper, an effective teacher is one who can engage students in the learning processes, minimize disruptive behavior, and produce desired learning in a large number of students. In the first section, four generalizations about what teachers do as effective managers of student learners are discussed. These dimensions of classroom management include implementing a workable set of rules, structuring and monitoring activities to minimize disruptions, quick and consistent response to misbehavior, and responding to inappropriate behavior without denigrating the student involved. The second section presents eight dimensions of effective teaching, or management of student learning, including: (1) "knowing" students; (2) assigning appropriate tasks; (3) orienting students; (4) monitoring students; (5) relating teaching and testing; (6) involving students in learning; (7) providing continuity; and (8) correcting errors and misunderstandings. In the final section, a discussion is offered on the interrelationships among these dimensions and the complexity of implementing effective teacher behaviors. (JD)

ED 241 524 SP 024 011

Weisman, Richard M., Ed. Casini, Barbara P., Ed. Three Views on Improving Basic Skills Instruction.

Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 80

Note—43p.; Papers presented at the 1978-79 Tri-State Conference on Improving Basic Skills Instruction.

Pub Type—Collected Works—Proceedings (021)—Information Analyses (070)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Basic Skills, *Classroom Environment, *Classroom Research, Classroom Techniques, Cognitive Processes, Elementary Secondary Education, *Instructional Improvement, Student Behavior, *Teacher Effectiveness, Teaching Methods, Time on Task

Three researchers, addressing the problem of instructional improvement, identify sound research findings and cite problems associated with the transfer of these findings into classroom practice. Donald M. Medley, in "An Overview of Research on Classroom Teaching," identifies three variables which consistently differentiate between effective and ineffective teachers: learning environment, use of pupil time, and quality of instruction. Inconsistencies between these research findings, educational theory, and common sense are noted. In "Implications of Research for Adaptive Teacher Preparations," Robert S. Soar separates four domains of the learning environment—emotional climate, student behavior, learning tasks, and thinking processes. Soar's research indicates conflicts with accepted educational practice and theory. In "Using Feedback to Change Teacher Behavior," Frederick J. McDonald addresses the issues of transferring research results into practical applications. He asserts that it is the researchers' responsibility to develop a more simplified system for conceptualizing teacher performance, observing teacher behavior, and providing feedback to change teacher behavior. Several suggestions are offered to enhance the effectiveness of inservice training for teachers. (JD)

ED 241 525 SP 024 013

Thieme-Busch, Carolyn A. Prom, Sukai E.

Impact of Teacher Use of Time Training on Student Achievement.

Pub Date—Apr 83

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 11-15, 1983).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Inservice Teacher Education, Junior High Schools, Mathematics Instruction, *Program Effectiveness, *Program Evaluation, Program Implementation, Reading Instruction, Teacher Behavior, *Teacher Effectiveness, *Time Factors (Learning), *Time on Task, *Training Methods

A study evaluated an adaptation of the Stallings Process of Teaching Reading in Secondary Schools in a large urban public school system. This inservice training program is designed to increase teachers' effective use of time. The program is composed of pre-training observations and resulting feedback on needed improvements in classroom behavior, workshops on effective classroom behaviors and strategies, and post-training observations. The evaluation focused on the impact of training on students' reading achievement involving all teachers trained and on math achievement for students whose math teachers were trained. Also investigated was the relationship between teacher level of implementation of selected classroom behavior variables and student achievement. The sample consisted of 16 trained and 13 untrained junior high school teachers and students from each of the teachers' classes ($N=613$). Teacher level of implementation was measured using the Secondary Observation Instrument. Student pre- and post-test performance was measured using the Comprehensive Tests of Basic Skills. Evaluation of program impact on students and of the relationship between level of implementation and student post-test achievement was carried out by analysis of covariance and the Spearman Rho, respectively. No significant effects were found on any analysis. Reasons for the lack of effects are discussed. (JD)

ED 241 526 SP 024 014

Phelan, William T.

Declining Enrollment and the Professional Collegiality of Teachers.

Lowell Univ., Mass.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jul 83

Grant—NIE-G-80-0145

Note—114p.

Pub Type—Reports—Research (143)—Collected Works—Serials (022)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Elementary School Teachers, Elementary Secondary Education, Evaluation Crite-

ria, Job Layoff, *Peer Evaluation, *Performance, Personnel Policy, *Reduction in Force, *Retrenchment, Secondary School Teachers, Seniority, *Teacher Attitudes, *Teacher Evaluation, Teaching (Occupation)

Identifiers—Massachusetts

A study explored teacher responses to prevailing staff reduction criteria and procedures during a period of widespread layoffs. Questions asked by researchers included: (1) If performance evaluations are used, will teachers seek participation in staff employment and assessment decisions? and (2) Will teachers pressure administrators to apply seniority rather than performance criteria? The study investigated teacher preferences on these matters by following a sample of more than 80 schools in 16 Massachusetts school districts. Data were gathered from surveys and interviews with administrators and teachers, supplemented by district documents, local news reports, and personal observation of school board meetings. This paper is divided into three separate parts: (1) "Staff Reductions and Teacher Preferences for Participation in Personnel Decisions"; (2) "Colleague Evaluation and Staff Contract"; and (3) "Staffing Policies in Times of Retrenchment: Teacher Opinions." Appendices include sampling procedures, survey and interview procedures, and the teacher survey. (Author/JMK)

ED 241 527

SP 024 026

Petracek, Svatopluk, Ed.

Unity of the Initial and In-Service Training of Teachers. Further Education of Teachers. Collection of Papers, Reports and Reviews. Volume 3. European Information Center of the Charles Univ. for Further Education of Teachers. Prague (Czechoslovakia).

Pub Date—82

Note—84p.; Based on the experience from the Bulgarian People's Republic, the Czechoslovak Socialist Republic, the German Democratic Republic, the Rumanian Socialist Republic, and the Union of Soviet Socialist Republics.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Citizenship Responsibility, Continuing Education, Foreign Countries, Higher Education, *Inservice Teacher Education, *Lifelong Learning, Professional Recognition, Social Action, *Socialism, Teacher Education, Teacher Qualifications, Teacher Recruitment, *Teacher Responsibility, *Teacher Role, Teacher Selection, *Teaching (Occupation)

This collection of papers illustrates that the principal changes taking place in the socialist countries in the field of education find their real reflection in the social position and creative work of the teacher. Papers, reports, and reviews in this collection include: (1) "Topical Tasks of Initial Teacher Training" (V. Brichta); (2) "The Experience of the Universities of Education in the USSR with Initial Teacher Training and the Communist Education Provided to the Up-And-Coming Generation" (V. K. Rozov); (3) "Ideological Aspects of Formative Teaching in the Work of the Socialist Teacher" (J. Fiser); (4) "The Tasks and Problems of Raising the Ideological Theoretical Standard and the Effectiveness of Practical Educational Work during the Training in the Theory of Education" (H. Lehman); (5) "The Shaping of Teacher Personality at the Faculties of the Social Sciences with Respect to the Teacher's Educational Work in School in the Developed Socialist Society" (M. M. Zagoruko); (6) "The Scientific-Technical Revolution and the Training Provided to Experts with University Education in the Natural Sciences" (A. Vitinov); (7) "The Main Tasks of Raising the Qualification Standards of the Educational Personnel in the Rumanian Socialist Republic" (V. Bunescu); and (8) "Research of Educational Skills at the Malmo School of Education" (S. Kolacek). (JD)

ED 241 528

SP 024 027

Petracek, Svatopluk, Ed. Zlochova, Irina

Teacher and the Science of Education. Proceedings of International Colloquy (Prague, Czechoslovakia, October 22-29, 1979).

European Information Center of the Charles Univ. for Further Education of Teachers. Prague (Czechoslovakia).

Pub Date—83

Note—180p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Cognitive Development, *Educational Research, *Educational Theories, *Faculty Development, *Foreign Countries, Fundamental Concepts, Higher Education, Individual Development, Information Utilization, Scientific Concepts, Social Systems, *Teacher Education, Teacher Improvement

A report is given of an international colloquy which offered the opportunity for representatives of 11 European countries to exchange views and experiences on further education and self-education of teachers. Discussions centered around five areas: (1) the science of education as a means of raising the effectiveness of the educational process and as part of the initial and further education of teachers; (2) teachers as users of scientific educational information, and scientific information for the teacher, its specific character, sources, availability, communicability, currency, costliness, and other properties; (3) teachers' attitudes toward educational sciences—the fight against empiricism in the teaching practice and scientific control of instruction; (4) acquiring knowledge of educational sciences during the teacher education process and the possibility of purposeful control of this process; and (5) teachers as co-authors of educational knowledge, generalization of educational practice as a source for the development of educational sciences, and development of teachers' educational creativity. Included in the report are a list of participants, keynote and response papers, and final recommendations. (JD)

ED 241 529

SP 024 030

Atkinson, Christine

Making Sense of Piaget. The Philosophical Roots.

Report No.—ISBN-0-7100-9580-5

Pub Date—83

Note—216p.

Available from—Routledge & Kegan Paul, PLC, 9 Park Street, Boston, MA 02108 (\$23.50).

Pub Type—Books (010) — Information Analyses (070) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Behavior Development, *Child Development, *Cognitive Development, Developmental Psychology, *Developmental Stages, *Educational Philosophy, Elementary Education, Intellectual Development, Motor Development, Perceptual Development, Research and Development, *Research Methodology, Research Utilization, Verbal Development

Identifiers—*Piaget (Jean), Piagetian Stages, *Piagetian Theory

In all of his published work, Jean Piaget never abandoned his original theoretical framework for the understanding of human development. This framework insists that intelligence is essentially a biological phenomenon; its development is best understood as the development of a sophisticated and highly successful adaptation device. This device enables human beings to organize and structure their experience according to concepts and ideas which eventually form the complex system of objective human knowledge. This book argues that the philosophical framework of Piaget's theory of intellectual development is not empirically testable, but rests on dubious metaphysical assumptions about the nature of the human mind and about the nature of knowledge and reality. It discusses the central features of Piaget's theory and relates them to central arguments from other thinkers, ranging from Kant and Wittgenstein, through Vygotsky, to Bruner and Gibson. These arguments concern the nature of knowledge, the relation between knowledge and reality, and alternative views on the nature and direction of human development. (JMK)

ED 241 530

SP 024 031

Wragg, E. C., Ed.

Classroom Teaching Skills. The Research Findings of the Teacher Education Project.

Report No.—ISBN-0-89397-187-1

Pub Date—84

Note—228p.

Available from—Nichols Publishing Company, P. O. Box 96, New York, NY 10024 (\$14.50).

Pub Type—Books (010) — Reports - Descriptive (141) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Beginning Teachers, *Classroom Techniques, *Communication Skills, Foreign Countries, Higher Education, Inservice Teacher Education, *Preservice Teacher Education, *Questioning Techniques, Student Evaluation of Teacher Performance, Student Teachers, Student

Teaching, *Teacher Effectiveness, Teacher Evaluation, Teacher Improvement, Teaching Experience, *Teaching Methods, Teaching Skills

Identifiers—*Great Britain, Student Teacher Evaluation

This book describes some of the research undertaken during the Teacher Education Project, a four and one-half year research and development project undertaken by the Universities of Nottingham, Leicester, and Exeter (Great Britain) and funded by the Department of Education and Science. This project involved observation of over 1,000 lessons and interviews with more than 200 experienced and novice teachers and attempted to answer questions about precisely what classroom skills trainee teachers need and about how a trainee's performance can be analyzed so that areas for improvement can be identified. The chapters in this book describe some of the empirical work undertaken in this large project. Chapters include: (1) "Teaching Skills" (E. C. Wragg); (2) "Class Management During Teaching Practice" (E. C. Wragg and P. A. Dooley); (3) "Teachers' First Encounters with their Classes" (E. C. Wragg and E. K. Wood); (4) "Pupil Appraisals of Teaching" (E. C. Wragg and E. K. Wood); (5) "Asking Questions" (G. A. Brown and R. Edmondson); (6) "Explaining and Explanations" (G. A. Brown and S. Armstrong); (7) "Classroom Organisation and Learning" (T. Kerry and M. K. Sands); (8) "Analysing the Cognitive Demand Made by Classroom Tasks in Mixed-ability Classes" (T. Kerry); (9) "The Nature of the New Teacher's Job" (M. B. Youngman); and (10) "Training Skilful Teachers: Some Implications for Practice" (E. C. Wragg). (JMK)

ED 241 531

SP 024 032

Laslett, Robert Smith, Colin

Effective Classroom Management. A Teacher's Guide.

Report No.—ISBN-0-89397-178-2

Pub Date—84

Note—119p.

Available from—Nichols Publishing Co., P. O. Box 96, New York, NY 10024 (\$13.50).

Pub Type—Guides - Classroom - Teacher (052) — Books (010)

Document Not Available from EDRS.

Descriptors—Behavior Problems, Classroom Environment, *Classroom Techniques, Discipline, Elementary Secondary Education, Interpersonal Competence, Peer Relationship, Reinforcement, Stress Management, Stress Variables, *Student Behavior, *Student Teacher Relationship, *Teacher Behavior, *Teacher Effectiveness, Teaching Methods

This book adopts a practical approach to classroom management by combining findings from research on effective schooling with knowledge accumulated through personal experience. Detailed advice is given on organizing lessons, promoting a positive atmosphere in classrooms, developing realistic expectations of pupil performance and making appropriate use of reward and punishment techniques. The second part of the book describes sources of teacher stress, teachers' best methods of coping with these, and appropriate ways of avoiding confrontations in the classroom or dealing with those that are inescapable. (JD)

ED 241 532

SP 024 036

Reed, Robert L. Reed, Patricia L.

Using Microcomputers to Support Instruction in an Introduction to Education Course.

Pub Date—84

Note—23p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (64th, New Orleans, LA, January 28-February 1, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Literacy, *Computer Programs, *Education Courses, Higher Education, *Instructional Materials, *Introductory Courses, *Microcomputers, Preservice Teacher Education

A set of computer programs was developed to support instruction in an introduction to education course for prospective teachers. The programs provide teacher education students with examples of various uses of the microcomputer to support classroom instruction. The instructional programs represent three types: drill and practice, tutorial and dialogue, and information storage and retrieval. The "Teacher Classroom Management Strategies" pro-

gram was designed to give students practice in identifying teacher strategies that reinforce desirable classroom behavior or reduce the frequency of off-task behavior. The "Secondary Mainstreaming Materials Inventory" is a set of programs designed to store information on print and non-print materials that contain information relative to mainstreaming handicapped students. The "Quiz Maintenance Programs" were designed to store multiple choice or true-false items on a file, select items from that file to construct a test, and create a "Student Quiz Program" that presents selected items to the student, accepts the student answer, and stores the student name and number of correct choices. A copy of this program is appended, and step-by-step procedures are described for each of the programs. (JD)

ED 241 533 SP 024 040

Griffin, Nancy C. And Others

How to Write Your Own Curriculum Materials.

Resource Monograph #25.

Florida Univ., Gainesville. P. K. Yonge Lab. School.

Pub Date—81

Note—53p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, Curriculum Development, Elementary Secondary Education, Learning Activities, Lesson Plans, Readability Formulas, Reading Achievement, Student Evaluation, Teacher Developed Materials, Teacher Role, Teaching Methods, Units of Study

Some techniques or strategies and principles of organization can make the teacher's task of modifying or writing curriculum materials easier. This monograph provides a step-by-step guide for writing curriculum materials, whether approaching the problem from scratch or modifying that which already exists. Chapter 1 provides the rationale, and chapter 2 discusses student learning levels, methods of instruction, and learning models. Chapters 3 and 4 describe techniques for developing units and single lessons within units. Specific topics include: behavioral objectives, readability formulas, and student evaluation. A publishing format is also provided. (JMK)

ED 241 534 SP 024 042

Page, Jane A. Page, Fred M., Jr.

High School Senior Perceptions of Teaching as a

Career Opportunity.

Pub Date—30 Jan 84

Note—20p. Paper presented at the Annual Meeting of the Association of Teacher Educators (64th, New Orleans, LA, January 28-February 1, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Choice, High Schools, High School Seniors, Occupational Aspiration, Student Attitudes, Teacher Recruitment, Teacher Salaries, Teaching (Occupation), Teaching Conditions

This study sought to: (1) identify Southeastern high school senior perceptions of the teaching profession; (2) determine whether significant differences exist between groups categorized on the basis of sex and race; and (3) identify factors which significantly discriminate between students who are considering teaching and those who are not. The study consisted of 2,478 subjects representing 10 different Southeastern states. Subjects responded to a data gathering instrument devised to ascertain high school senior perceptions of the teaching profession. Study results showed that: (1) Salary, discipline problems, and working conditions were perceived by the majority of students as discouraging factors; (2) The limited number of high school seniors considering teaching as a career made that decision at an earlier age than previously thought; and (3) The factor that best discriminates whether students will consider teaching as a career is simply whether or not other individuals have discussed this possibility with them. Study implications are discussed, and seven tables and the survey questionnaire are appended. (JMK)

ED 241 535 SP 024 044

Verzasconi, Ray

Independent Study in the Humanities, A Fellow-

ship Program for Teachers of Grades 9-12. A

Guide for Applicants.

Pub Date—Mar 84

Note—15p. Paper presented at the Southwest Con-

ference on the Teaching of Foreign Languages (Colorado Springs, CO, March 1-3, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Competitive Selection, Evaluation Criteria, Fellowships, Guidelines, High Schools, Humanities, Independent Study, Inservice Teacher Education, Proposal Writing, Research Committees, Research Projects, Research Proposals, Secondary School Teachers

Identifiers—Independent Study in the Humanities Fellowship

The Independent Study in the Humanities Fellowship program for teachers of grades 9-12 has been sponsored since 1983 by the Council for Basic Education under a grant from the National Endowment for the Humanities. The program awards \$3,000 fellowships for summer study to outstanding teachers of English, foreign languages, history, and other humanities disciplines. These fellowships offer selected teachers eight weeks of concentrated independent study in subjects closely related to their teaching. The author offers 15 recommendations, based on his experience as a reviewer for the fellowships, for candidates submitting proposals. Among them are: (1) The entire proposal should be typed neatly and accurately; (2) The statement of purpose must be clear and precise; (3) Consider study projects of previous fellows; (4) Make sure the bibliography is well-researched; (5) Don't try to sell yourself as an expert in the study field; (6) Make sure the study topic is one that will help you with your present or future courses, but remember the fellowship may not be used solely for curriculum development; and (7) Make sure your project is feasible in an eight week period, and that it involves study. (JMK)

ED 241 536 SP 024 045

Yfi, Joost, Ed.

The Redesign of Teacher Education for the

Twenty-First Century. International Perspectives

on the Preparation of Educational Personnel.

Selected Papers from the Thirtieth

Annual World Assembly of the International

Council of Education for Teaching (Wash-

ington, DC, July 11-15, 1983).

International Council on Education for Teaching,

Washington, D.C.

Pub Date—Jul 83

Note—137p.

Available from—International Council on Education for Teaching, One Dupont Circle, Washington, DC 20036 (\$8.50).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Educational Technology, Foreign Countries, Futures (of Society), Global Approach, Higher Education, Human Capital, Improvement Programs, International Programs, Program Evaluation, Schools of Education, Teacher Education, Teacher Educators, Teacher Effectiveness, Teacher Responsibility, Technical Assistance

This volume is organized according to themes chosen for the 30th Annual World Assembly of the International Council on Education for Teaching (ICET). A keynote speech by Anne Flowers discussed "Teacher Education for the Twenty-First Century." The first theme, "The Redesign of Teacher Education," was discussed through presentations by Anne Flowers, Willard H. McGuire, and Russell Leskiw. Frank H. Klassen and Arnold Gallegos made presentations for the second theme, "Teacher Education and Global Perspectives." "Educational Planning for the Twenty-First Century," the third theme, included papers by Mavis Gilmour and David Johnston. M. Peter McPherson, Raul Allard, and Romeo Flores Caballero presented papers about "Meeting Basic Human Needs," the fourth theme. The fifth theme, "Educational Technology: Enhancing Quality and Access," was discussed through papers by Joost Yfi and Michael J. Butler, and William J. Grady. Each thematic section also includes abstracts of concurrent sessions. A paper by Paul H. Masoner and David J. Masoner, "Guidelines for the Redesign of Teacher Education," concludes the volume. (CJB)

ED 241 537 SP 024 048

Dennis, J. Richard Kanskay, Robert J.

Instructional Computing. An Action Guide for

Educators.

Report No.—ISBN-0-673-16606-6

Pub Date—84

Note—256p.

Available from—Scott, Foresman and Company,

College Division, Publications Department, 1900

E. Lake Avenue, Glenview, IL 60025 (\$14.95).

Pub Type—Books (010) — Information Analyses

(070) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Computer Assisted Instruction, Computer Literacy, Computer Managed Instruction, Computer Programs, Computers, Cost Effectiveness, Evaluation Criteria, Media Selection, Microcomputers, Program Development, Programming, Teacher Education

This book is directed to any educator who is interested in the use of the computer to improve classroom instruction. It is a book about the materials, human factors, and decision-making procedures that make up the instructional application of computers. This document's single goal is to promote educators' thoughtful selection and use of both computerized courseware and the devices needed to deliver it. Chapter 1 takes a brief glance backward at the origins of computers in the classroom. Chapter 2 provides an overview of several instructional aspects that computers present to the educator, and chapter 4 turns to the critical issue of locating and evaluating computerized instructional materials. Chapters 3 and 5 through 12 further examine the characteristics, potential, current limitations, and components of each of several types of instructional computer programs. These chapters seek to make the educator a learned critic of computerized software. In the final chapters, the focus of the discourse moves from the presentation of information to the making of decisions. Chapter 13 seeks to engage educators in exercising their newly acquired in-depth awareness of computerized courseware. Chapter 14 discusses purchasing decisions. (JMK)

ED 241 538 SP 024 077

Academic Learning Time in the District of Colum-

bia Public Schools.

District of Columbia Public Schools, Washington,

D.C. Research Information Center.

Pub Date—Sep 83

Note—134p. Papers presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, Change Agents, Classroom Techniques, Elementary Secondary Education, Program Evaluation, Program Implementation, Teacher Behavior, Teacher Effectiveness, Teaching Methods, Time Factors (Learning), Time on Task

Identifiers—District of Columbia

Papers generated for a symposium entitled "Effectiveness of Stallings' Use of Time Training for Teachers in Washington, D.C." are presented. The initial presentation, "Academic Learning Time: The Current Status of the Stallings Training" (Geraldine Williams Bethune), reviews the Stallings research and describes the Academic Learning Time (ALT) program in the District of Columbia. In the paper, "The Complexity of Institutionalizing a Program: Acquisition of Training, Observing, and Computing Capability," Merle M. Bush provides information on logistics, budget, personnel, time frames, and other requirements for implementing a program of this scope and depth. The report "Does Time-on-Task Work for Teacher Training Too?" (Sarah Lee Anderson), discusses findings from observations made of teacher training workshops. Carolyn A. Thieme-Busch and Sukai Elie Prom describe their findings in "Impact of Teacher Use of Time Training on Student Achievement." A brief critique of the Montreal Symposium, by H. Jerome Freiberg, concludes the presentations. (JD)

TM

ED 241 539

Rock, D. A. And Others

Construct Validity of the GRE Aptitude Test

across Populations—An Empirical Confirmatory

Study.

Educational Testing Service, Princeton, N.J.; Grad-

uate Record Examinations Board, Princeton, N.J.

Report No.—ETS-RR-81-57; GREB-78-1P

TM 820 764

Pub Date—Jun 82

Note—62p.

Available from—Educational Testing Service, Publications Order Services, Dept. I-101, Princeton, NJ 08541

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Black Students, *College Entrance Examinations, Factor Structure, Graduate Study, Higher Education, Item Analysis, Psychometrics, *Racial Differences, Scores, Statistical Analysis, *Test Bias, Test Items, *Test Validity, White Students

Identifiers—Confirmatory Factor Analysis, *Graduate Record Examinations

The study evaluated the invariance of the construct validity and thus the interpretation of Graduate Record Examinations (GRE) Aptitude Test scores. A systematic procedure for investigation of test bias from a construct validity frame of reference was developed and applied. Invariant construct validity was defined as similar patterns of loadings and equal units of measurement across four populations, as well as equal test score precision as defined by the standard error of measurement. The advantage of investigating psychometric bias at the item type level was to restrict use of a biased item type. The study also evaluated the factor structure of the subtests—Verbal, Quantitative, and Analytical. The subpopulations in the study were black and white males, and black and white females. The results indicated the item type factors appeared to be measuring the same things in the same units with the same precision. There was no significant evidence of psychometric bias. The factorial contributions of the Analytical item types were investigated. Analysis results indicated that the three Analytical item types appeared to be varying functions of reading comprehension and quantitative ability. (DWH)

ED 241 540

TM 830 275

Skaggs, Gary Lissitz, Robert W.

Test Equating: Relevant Issues and a Review of Recent Research.

Pub Date—Mar 82

Note—62p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Research, *Equated Scores, *Latent Trait Theory, Literature Reviews, Standardized Tests, Tables (Data), Test Construction, *Testing, Testing Problems

Identifiers—One Parameter Model, *Rasch Model, *Three Parameter Model

Equating studies using item response theory (IRT) are reviewed. The most well-known papers, as well as a sampling of lesser-known studies, are included. Accompanying tables list the papers and classify them according to the test used, models used, test length and type, sample size and type, method of assessment, equating design, and kinds of comparisons made. A majority of the equating research has focused on the Rasch, or one parameter logistic, model. Initial studies using the Rasch model investigated the invariance properties of the model: person-free item calibration and item-free person measurement. With tests of similar difficulty and samples of comparable ability, the research suggests that Rasch horizontal equating provides reasonable results. Research on other IRT models has focused on comparing different strategies using the same data set. With regard to vertical equating, most of the research has demonstrated the superiority of the three-parameter model over the Rasch model. Additional equating studies using Monte Carlo methods are reviewed. Finally, four issues relevant to test equating are discussed: assessing the adequacy of equating, sources of equating error, multidimensionality, and out-of-level testing. (PN)

ED 241 541

TM 830 678

Cline, Hugh F. Feldmesser, Robert A.

Program Evaluation in Moral Education.

Educational Testing Service, Princeton, N.J.

Spons Agency—Danforth Foundation, St. Louis, Mo.

Report No.—ISBN-0-88685-012-6

Pub Date—83

Note—135p.

Available from—Educational Testing Service, Publications Order Services, Dept. I-101, Princeton, NJ 08541 (\$10.00).

Pub Type—Information Analyses (070) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Data Collection, Educational Objectives, Essay Tests, Ethical Instruction, *Evaluation Methods, *Moral Values, Objective Tests, Observation, Program Descriptions, *Program Evaluation, Quasiexperimental Design, Research Design, Research Problems, Secondary Education, Test Reliability, Test Validity, *Values Education

This handbook has been prepared to address one specific problem: How can the techniques of program evaluation be effectively applied to produce useful information about the operations and impact of moral education programs in secondary schools? The handbook is divided into five chapters. The introductory chapter describes the background and methods of the project which led to the handbook, discusses the major forms and functions of evaluation, and reviews the multiple purposes of program evaluations. Chapter 2 discusses the nature of moral education and presents various types of programs. Chapter 3 offers guidelines for designing evaluations of moral education programs. Chapter 4 then takes up the complex issues of specifying goals for moral education programs and identifying indicators of goal attainment. Chapter 5 addresses questions of data analysis. Following some final comments on the question of whether a school should introduce a moral education program, the volume concludes with several appendices: brief descriptions of four prototypes of moral education programs, a 20-page annotated bibliography of relevant literature, and additional sources of information concerning the development and evaluation of moral education programs. (BW)

ED 241 542

TM 830 731

Bate, Margaret And Others

Review of Tests and Assessments in Early Education (3-5 Years). Revised.

National Foundation for Education Research in England and Wales Publishing Co., Windsor, Berkshire, (England)

Report No.—ISBN-0-85633-198-8

Pub Date—81

Note—122p.

Available from—Humanities Press, Inc., Atlantic Highlands, NJ 07760.

Pub Type—Reports - Evaluative (142) — Reference Materials (130)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Cognitive Tests, Language Tests, Maturity Tests, Preschool Education, *Preschool Tests, Psychomotor Skills, School Readiness Tests, Screening Tests, *Test Norms, *Test Reliability, *Test Reviews, Test Selection, *Test Validity

This document reviews 49 assessment measures that were designed for, or could be used with, pre-school children between the ages of three and five. The assessments have been classified into the following categories: (1) cognitive skills, (2) language, (3) social adjustment and behavior, (4) physical skills, (5) developmental and clinical measures, (6) general tests and assessments, and (7) miscellaneous. Descriptions, reliability, validity, norms, and comments are presented for each test reviewed. Priority has been given to British measures, and to those measures which are accessible. Also included is a list of other sources of information about tests and assessments for young children, as well as a list of test publishers' names and addresses. (PN)

ED 241 543

TM 830 736

Bridgeman, Brent Carlson, Sybil

Survey of Academic Writing Tasks Required of Graduate and Undergraduate Foreign Students.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RR-83-18; TOEFL-RR-15

Pub Date—Sep 83

Note—114p.

Available from—Educational Testing Service, Research Publication, Room 226, Princeton, NJ 08541.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Admission Criteria, *College Faculty, *Communicative Competence (Languages), *Foreign Students, Graduate Students, *Grammatical Acceptability, Higher Education, *School Surveys, Undergraduate Students, Writing Evaluation, *Writing Skills

Designed to define the academic writing skills required of beginning undergraduate and graduate

students, a survey of needed academic writing skills was completed by faculty in 190 academic departments at 34 American and Canadian universities with high foreign student enrollments. At the graduate level, six academic disciplines with relatively high numbers of non-native students were surveyed: business management, civil and electrical engineering, psychology, chemistry, and computer science. Undergraduate English departments were chosen to document the skills needed by undergraduate students. The faculty members surveyed appear to view the written communicative competencies of their students predominantly from the perspective of sociolinguistic competence, placing considerably less emphasis on grammatical competence. Although some important common elements among the different departments were reported, the survey data distinctly indicate that different disciplines do not uniformly agree on the writing task demands and on a single preferred mode of discourse for evaluating entering undergraduate and graduate students. (Author/PN)

ED 241 544

TM 830 762

Pritchard, Betty

Evaluation: A Proposal for Purpose and Use.

Pub Date—[83]

Note—11p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, Evaluation Methods, Evaluation Needs, *Evaluation Utilization, Evaluators, *Formative Evaluation, Program Administration, *Program Evaluation

This paper proposes a humanistic approach that may not be evaluation as commonly regarded, but it does have a much greater chance to enact program improvement. It assumes that program developers and directors really want their activities to be effective and relevant. The role of the evaluator is that of facilitator, that of a linking pin to transfer understanding rather than accountability, and that of a teacher and resource of analytic expertise. The evaluator must relinquish the role of judge. The relationship between the evaluator and the practitioner needs to be one of active cooperation. In considering this approach, evaluators need to ask themselves which outcome is most important: is it preferable to have a report, to have particular actions taken, or is it enough to have a system of evaluation accepted that increases awareness and innovation? (BW)

ED 241 545

TM 830 799

Stallings, Jane A.

Testing Teachers' In-Class Instruction and Measuring Change Resulting from Staff Development.

Pub Date—Sep 81

Note—64p.; Prepared for the National Teacher Examinations Policy Council, Princeton, NJ.

Pub Type—Opinion Papers (120) — Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Classroom Observation Techniques,

Elementary Secondary Education, Measurement Techniques, Performance Tests, *Staff Development, *Teacher Certification, Teacher Education, Teacher Effectiveness, *Teacher Evaluation, *Time Management

Teachers' knowledge of effective use of time research can be examined via a paper/pencil test; however, the degree to which teachers used the identified effective practices can only be observed and recorded. What is proposed here is an objective observation of teaching practices. Based upon research findings, criterion levels would be established for the percent of time particular activities or interactions should occur. For example, one study indicated that effective teachers spend 15 percent of their time on organizing/management activities, 50 percent on interactive on-task activities, and 35 percent on non-interactive on-task activities. After an observation, teachers would receive specific recommendations regarding behaviors to be increased or decreased. They would be provided assistance in changing these behaviors. The test would be a post-observation to see whether teachers' behaviors met the criteria for effective use of time after a period of time in which to practice in the classroom. This type of program has been implemented on a large scale. The model it provides has implications for teacher education and certification. (BW)

ED 241 546

TM 832 024

Orange County Academic Decathlon for 9th and 10th Grade Students. Handbook.

Orange County Academic Decathlon Association, CA; Orange County Dept. of Education, Santa Ana, Calif.

Pub Date—83

Note—27p.

Pub Type—Reports - Descriptive (141) - Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Standards, Competitive Selection, Evaluation Criteria, Grade 9, Grade 10, Group Activities, High Schools, Motivation, *Performance, Program Descriptions, Scoring, Study Guides, Testing

Identifiers—*Academic Competitions, California (Orange County), PF Project, Sample Forms (Orange County (California)) students in grades 9 and 10 compete in an annually held series of 10 competitive events measuring academic strengths. These events include tests in grammar and literature, fine arts, mathematics, science, social science, study skills, and a super quiz—a team event held before a large audience. In addition, there are communications tests which include the writing of an essay, the delivery of a prepared and an impromptu speech, and an oral interview. The package includes a program description, student handbook, essay judging criteria, sample fliers, fact sheets, sample interview and speech performance forms, scoring information, and the 1984 revised student study guide. The study guide provides concept outlines used as the basis for developing examinations. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (LH)

ED 241 547

TM 840 002

Simner, Marvin L.

Improving the Predictive Validity of the Draw-A-Man Test as a Screening Device for School Readiness.

Pub Date—[82]

Note—25p.; A preliminary report of these findings was presented at the Annual Meeting of the Canadian Psychological Association (43rd, Montreal, Quebec, June 1982). Financial support for this investigation was provided by a grant from the Faculty of Social Sciences, University of Western Ontario.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Handicap Identification, *High Risk Students, *Kindergarten Children, *Predictive Validity, Primary Education, Scores, *Screening Tests, *Test Interpretation

Identifiers—*Draw A Man Test

An item analysis of Harris' scoring system for the Goodenough-Harris Draw-A-Man Test was conducted by comparing sets of protocols obtained in the early fall of kindergarten from children whose overall in-class academic performance placed them either in an at-risk category (N=21) or at the top of their class (N=38) by the end of the school year. The outcome showed that three items in Harris' system (item #9 - nose; item #30 - arm; item #46 - trunk) differentiated these two extreme groups and that by confining the scoring of additional protocols of the Draw-A-Man Test to these three items alone, an improvement over Harris' 73-item scale in predicting school achievement was obtained. However, since further evidence indicated that these three key items lose their predictive potential by the end of the kindergarten, it is strongly recommended that the use of this greatly abbreviated scoring system be limited to drawings made near the start of the kindergarten year. (Author)

ED 241 548

TM 840 013

Carstens, Paul W. McKee, Robert A.

The Effect of a Change in Item Sequence Order on Performance in a Test, Re-Test Experiment.

Pub Date—[82]

Note—9p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, Objective Tests, *Performance Factors, Scores, *Test Format, *Testing Problems, Test Results

Identifiers—*Item Position (Tests), Standard Deviation

This study utilized a test, re-test procedure to investigate what effects a change in the order, or sequence, of test items would have on student performance. College juniors (n=102) were given a

50-item multiple-choice and matching item test on the general subject of educational measurement. The items had no particular sequence, but had simply been taken at random from an item bank on the subject. Two weeks later the same students were retested; alternate rows of students received the experimental version, which differed from the original only in item sequence. It was expected that a learning effect would be present, resulting in higher scores and smaller standard deviations on the re-test. Results only partially aligned with expected results. While mean performance was higher on the re-test results, standard deviation did not follow expected results. This study concludes that the sequencing of items in a test is a factor which may be more complex than previously thought and needs careful study and consideration by teachers and test makers. (Author/BW)

ED 241 549

TM 840 021

Gamache, LeAnn M. Novick, Melvin R.

Choice of Variables and Gender Differentiated Prediction within Selected Academic Programs. Research Report #105.

Iowa Univ., Iowa City. Evaluation and Examination Service.

Pub Date—10 Nov 83

Note—34p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *College Entrance Examinations, Grade Point Average, Higher Education, *Mathematical Models, *Predictive Measurement, *Predictor Variables, Scores, *Sex Differences, Sex Discrimination, Test Bias

Identifiers—American College Testing Program, *Johnson Neyman Technique

The existence of differential prediction of two-year grade point average is reported for gender groups within programs of study at the University of Iowa. Academic records of all freshmen entering the University in 1978 in the fields of Business, Liberal Arts, Pre-Medicine, and those undecided as to major were analyzed with respect to American College Testing (ACT) Program Composite score and the ACT Mathematics Usage, English Usage, Social Studies Reading, and Natural Science Reading subtest scores, using a two-year cumulative grade point average as the criterion of academic success. Johnson-Neyman analyses indicate regions on the predictor score scales where differential prediction has practical impact within each program. A large portion of students is generally affected. A methodology is outlined for finding a prediction algorithm to reduce differential prediction while maintaining prediction potency. (Author/BW)

ED 241 550

TM 840 030

Boldt, Robert F.

Review for Perceived Bias on ASVAB Forms 11, 12, and 13.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RM-83-4

Pub Date—Dec 83

Note—18p.

Available from—Educational Testing Service, Research Publications, R-116, Princeton, NJ 08541.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aptitude Tests, Attitudes, *Military Personnel, Opinions, *Test Bias, Testing Problems, Test Items, *Vocational Aptitude

Identifiers—*Armed Services Vocational Aptitude Battery

The project reported here consisted of a sensitivity review of the items of Forms 11, 12, and 13 of the Armed Services Vocational Aptitude Battery (ASVAB). Because administration of this battery is a required step in the accession process, it should be free from perceived bias or offensiveness that could detract from the measurement process. In the percent study, two types of sensitivity reviews were conducted: one by Educational Testing Service (ETS) sensitivity reviewers and one by inductees during their first few days of Basic Training. This report summarizes the procedures and general results. In order to avoid compromising test security, specific item content is not reported here. Instead, examples and analogies are used to convey the kinds of responses encountered. (BW)

ED 241 551

TM 840 047

Rosberg, Merilee A.

Assessment Instruments for Identification of Young Children with Behavioral Disabilities.

Pub Date—3 Jan 84

Note—55p.

Pub Type—Reference Materials - Bibliographies (131) - Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Behavior Disorders, *Behavior Rating Scales, Check Lists, *Handicap Identification, Interviews, Measurement Techniques, Preschool Education, Test Reviews, *Tests, *Young Children

This paper is a discussion of the assessment instruments available for identification of young children with behavioral disorders. Behavioral disorders are defined and the problems encountered in the identification of such disorders among preschool aged children are discussed. A selection of assessment instruments including nine different developmental inventories, eight formal tests, and eight rating scales are examined. The use of both formal and informal observation and structured and unstructured interview techniques are presented. This paper concludes with a discussion of current practices in the utilization of assessment instruments in East-Central Iowa and recommendations for future utilization. Copies of the observation checklist and preschool parent interview forms used at Jane Boyd Community House, Cedar Rapids, Iowa, are appended. (Author/PN)

ED 241 552

TM 840 048

Lawson, Edwin D. And Others

Computer Programs for the Semantic Differential: Further Modifications.

Pub Date—[84]

Note—85p.; For related documents, see ED 163 033 and ED 187 759.

Pub Type

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adjectives, Attitude Measures, *Computer Programs, Models, *Semantic Differential, *Statistical Analysis, Statistical Significance, Test Interpretation

Identifiers—FORTRAN Programming Language

The original nine programs for semantic differential analysis have been condensed into three programs which have been further refined and augmented. They yield: (1) means, standard deviations, and standard errors for each subscale on each concept; (2) Evaluation, Potency, and Activity (EPA) means, standard deviations, and standard errors; (3) Osgood D values for all concepts; (4) the correlation of distance measures obtained with EPA scores with D values; and (5) tests of significance of D values with key reference concepts. The additional programming provides a converted standard score for each concept and tests of significance for D values on each concept. There are four new programs, providing semantic differential scale packets ready for use of respondents; a three-dimensional plot of how the concepts position themselves, based upon the EPA scores; t-tests between the means of two samples on E, P, and A scores; and correlations between scores on each concept with two samples. All but one of the programs are written in standard FORTRAN 77 for use on a Burroughs 6800. The remaining program, also written for use on a Burroughs 6800, is a FORTRAN IV program with a COBOL sort routine bound into it. (BW)

ED 241 553

TM 840 049

Grobe, Robert P. And Others

Dallas: A Large-City Assessment Program That Works.

Pub Date—Jun 83

Note—43p.; Paper presented at the Large-Scale Assessment Conference (Boulder, CO, June 6-9, 1983).

Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Assessment, Elementary Secondary Education, Models, Program Descriptions, *Program Effectiveness, Program Implementation, *School Districts, Test Construction, Testing, *Testing Programs, *Test Use

Identifiers—*Dallas Independent School District TX

The Dallas Independent School District (DISD) is rapidly progressing from the position of having an assessment program that does not work to the position of having an assessment program that does work. The perception that assessment is separate from instruction has changed to a view of assessment as part of a four-stage model including planning, instruction, assessment, and accountability. Some overt changes have occurred: (1) the measure-

ment instruments which make up the testing program have changed; (2) the administrative structure into which assessment data are fed has been reorganized; (3) the relationship between the Departments of Research and Evaluation and Curriculum and Instruction has substantially changed; and (4) public expectations relative to improving student achievement have increased. The governing principles of the DISD four-stage learning system are: as much control as possible should reside within the local building; flexibility and change must be allowed; and limited obtrusiveness is necessary for ease of implementation. (A description of the test development activities for survey and classroom tests is appended). (BW)

ED 241 554 TM 840 059

Lunneborg, Clifford E.

Efron's Bootstrap with Some Applications in Psychology.

Pub Date—Aug 83

Note—8p.; Paper presented at the Annual Meeting of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Analysis of Variance, Error of Measurement, *Estimation (Mathematics), *Hypothesis Testing, Regression (Statistics), Research Methodology, Sampling, *Statistical Analysis, *Statistical Distributions

Identifiers—Efron (Bradley), *Efrons Bootstrap, General Linear Model, *Inference (Statistical), Repeated Measures Design

The wide availability of large amounts of inexpensive computing power has encouraged statisticians to explore many approaches to a basis for inference. This paper presents one such "computer-intensive" approach: the bootstrap of Bradley Efron. This methodology fits between the cases where it is assumed that the form of the distribution is known and cases where the sample provides no information about the form of the population distribution. A series of samples are drawn, randomly and with replacement. From each sample, the value of a parameter is estimated. The bootstrap conjecture is that the sampling distribution of the statistic being studied and sampling distribution found from this iterative process are essentially identical for a wide variety of statistics. Some areas of application for this approach include regression and fixed effects analysis of variance, the median general linear model, the repeated measures design, and errors of measurement. (BW)

ED 241 555 TM 840 063

Blake, Richard H.

Assessment of Inquiry Competencies in a Performance-Based Teacher Education Program.

Weber State Coll., Ogden, Utah.

Pub Date—Oct 83

Note—23p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (1st, Jackson Hole, WY, October 13-15, 1983).

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Rating Scales, *Competency Based Teacher Education, Elementary Secondary Education, Feedback, Inquiry, Preservice Teacher Education, Student Behavior, Teacher Behavior, *Teacher Evaluation, Teacher Improvement, *Teaching Skills

Identifiers—*Inquiry Teaching Competency Assessment

This monograph presents an assessment instrument that utilizes teacher and student behavioral indicators to assess the quality of inquiry instruction. The instrument provides teachers with feedback which not only assesses the presence of critical teaching skills, but also serves as a valuable training aid for helping them perceive how their own behaviors and responses could be modified to more effectively facilitate student learning. It is equally useful as a training aid for preservice or in-service teacher training, in laboratory or classroom settings. The Inquiry Teaching Competency Assessment (ITCA) is being used in the Weber State College performance based teacher education program, where validation studies are being conducted to evaluate its effectiveness in improving teacher inquiry instruction. (Author)

ED 241 556 TM 840 065

Reifschneider, Thomas J.

Concrete Operations as "Natural" Thinking.

Pub Date—15 Oct 83

Note—9p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (1st, Jackson, WY, October 13-15, 1983).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Processes, *Developmental Stages, Elementary Secondary Education, Intuition, Logical Thinking, Neurological Organization, *Theories

Identifiers—Concrete Operations, Formal Operations, *Piagetian Theory, *Proter Theory

Proter Theory is a theory of learning which has been proposed by Leslie A. Hart (1975). The theory is based on the functions of the brain. Learning is seen as the formation of programs, which are simply sequences of instructions by which the brain directs the muscles, sense organs, or other portions of the neurological system. Programs which are related are organized into structures called prosters. The theory also identifies two types of thinking: SSM (symbol selection and manipulation) thinking which is conscious and step-by-step, and PAC (perception, analysis, choice) thinking which is intuitive or "natural." There may be some relationship between the PAC/SSM distinction and the distinction of concrete operational thought from formal operational thought in Piagetian theory. This relationship and its educational implications are discussed. (BW)

ED 241 557 TM 840 067

Liang, Jersey

Dimensions of the Life Satisfaction Index A: A Structural Formulation.

Spons Agency—National Inst. on Aging (DHHS/NIH), Bethesda, MD.

Pub Date—Jan 84

Grant—AG-03882

Note—41p.; Paper presented at the Annual Meeting of the Gerontological Society (36th, San Francisco, CA, November 18-22, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Correlation, Factor Analysis, *Factor Structure, *Gerontology, *Life Satisfaction, Measurement Techniques, *Models, Older Adults, Well Being

Identifiers—Confirmatory Factor Analysis, *Life Satisfaction Index A

This research aims to clarify the dimensionality of the Life Satisfaction Index A (LSIA). A multiple indicator structural equation model, which includes eleven items loading on three first-order factors and one second-order factor, is proposed to delineate the structure of LSIA. This model was empirically examined by using data from the 1974 NCOA-Harris survey, "Myths and Realities of Aging in America." The proposed model was supported and consistently replicated across four randomly divided subsamples. (Author)

ED 241 558 TM 840 071

Cleveland, William S.

Graphs in Scientific Publications.

Pub Date—[83]

Note—19p.

Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Programs, *Graphs, Guidelines, Research Tools, *Scholarly Journals, Scientific Research, *Surveys, *Use Studies

Identifiers—Science (Journal)

Two surveys were carried out to help increase knowledge of current graph usage in science. A detailed analysis of all graphs in one volume of the journal "Science" revealed that 30 percent had errors. Graphs are used more in some disciplines than in others; a survey of 57 journals revealed natural science journals use far more graphs than mathematical or social science journals. Usage studies such as these provide important information for developing four other areas: new graphical methods for data presentation, guidelines, software, and human graphical perception. (A brief appendix contains guidelines for graphs as they pertain to journals and to authors.) (Author/PN)

ED 241 559 TM 840 072

Ristow, Robert S. Edeburn, Carl E.

An Inventory Approach to Assessing the Learning Styles of College Students.

Pub Date—15 Oct 83

Note—29p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (1st, Jackson Hole, WY, October 13-15, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Style, *College Students, Discussion (Teaching Technique), Educational Games, Higher Education, Learning Strategies, Lecture Method, Measurement Techniques, Peer Teaching, Programmed Instruction, *Questionnaires, *Student Attitudes, *Teaching Methods

Identifiers—*Learning Styles Inventory

The purpose of this study was to determine whether existing instrumentation is capable of identifying learning style differences within and among college students. Focusing upon methodology, rather than processing, the Renzulli/Smith Learning Style Inventory (RSLI) was administered to 115 sophomores and juniors. The RSLI was developed to assess the preferences of children for nine teaching methods: projects, simulations, drill and recitation, peer teaching, discussion, teaching games, independent study, programmed instruction, and lecture. It was previously validated with seventh- and eighth-grade students. The majority of the college students in this study showed high preferences for peer teaching, discussion, teaching games, programmed instruction, and lecture. Females tended to prefer teaching games and programmed instruction more than males. More average students preferred discussion than high-achieving students. More students from large schools preferred discussion than students from small schools. Areas for further research are outlined. (BW)

ED 241 560 TM 840 076

Donlon, Thomas F.

An Exploratory Study of the Implications of Test Speededness.

Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J. Report No.—GREB-76-9P

Pub Date—Mar 80

Note—63p.; For related document, see TM 840 089.

Available from—Educational Testing Service, Publications Order Services, Dept. I-101, Princeton, NJ 08541.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Estimation (Mathematics), Evaluation, Mathematical Models, *Measurement Techniques, *Research Methodology, *Testing, Testing Problems, Testing Programs, *Timed Tests

Identifiers—Biserial Correlation, *Speededness (Tests)

To evaluate test speededness and to derive implications for test program activity, this study reviewed the literature on speed and power, identifying four major approaches to the assessment of speed: the Gulliksen approach, the Cronbach and Warrington approach, the Stafford approach, and the approach of the Educational Testing Service (ETS) as described by Swineford. Two new models were formulated: the Reilly-Donlon approach and the biserial methods. These new methods provide correlations that are analogous to those of Cronbach and Warrington but derivable from a single, conventional administration of a test. The new methods depend centrally on the assumption of normality in the rates of work. Evidence from ETS program files in connection with this hypothesis was evaluated. Methods for estimating the parameters of the distribution of rates of work by graphic methods and the use of normal probability paper were studied. Extensions of these methods to two practical problems were explored: (1) The estimation of time available for review as an ancillary consequence of test speededness and (2) the estimation of the time demands of individual passages and items. The potential implications of omissions for the evaluation of test speededness were demonstrated. (Author/PN)

ED 241 561 TM 840 077

Lewy, Rafael

A Plan for School Personnel Evaluation Design.

Salt Lake City School District, Utah.

Pub Date—Jan 84

Note—31p.

Available from—Salt Lake City School District, 440E, Salt Lake City, UT 84111 (\$1.00).
 Pub Type—Opinion Papers (120) — Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Administrator Responsibility, Affective Behavior, Communication Skills, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, *Evaluators, Lesson Plans, Occupational Tests, Peer Evaluation, Self Evaluation (Individuals), Student Evaluation of Teacher Performance, *Teacher Evaluation, *Teaching Skills, Time on Task

The development of an evaluation schema for school personnel must be based on the following stipulations: time, adequate financing, and external validation of techniques and methodologies. In planning an evaluation program, three questions dominate the scene throughout the literature. First, what shall be evaluated? Possible variables which can be evaluated include teacher background and organizational skills, communication ability, classroom product in the form of student achievement, ability to instigate meaningful and focused work in the classroom, and use of those effective components which reinforce teaching effectiveness. In the light of present knowledge, the evaluator should resort to a holistic method, rather than dissecting these variables into small components. Second, how and when can these variables be evaluated? The first phase of teacher evaluation must occur before entry into the profession. The evaluation of professional teachers should include the establishment of objectives, the choice of methods for assessing objectives, and the adaptation of evaluation time frames. Third, who should evaluate teachers? Some possibilities include school administrators, other teachers, the teacher being evaluated (self-evaluation), and students and parents. Further recommendations for evaluation planning are made. (BW)

ED 241 562 TM 840 082
 Dolly, John P. Williams, Kathy S.
 Teaching Testiveness.

Pub Date—Oct 83
 Note—15p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association, (1st, Jackson Hole, WY, October 13-15, 1983).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Gains, *Guessing (Tests), Higher Education, Junior High Schools, *Scores, Standardized Tests, Teacher Made Tests, *Test Coaching, *Test Wiseness

This paper focuses on Smith's (1982) concept of test-wiseness strategies, describing several approaches that may maximize guessing on multiple-choice exams. Several previous studies indicated that the average level of performance increased when guessing was encouraged and decreased with instructions advising against guessing. Several studies were conducted to determine if test-wiseness can be taught. In each study, the test-wiseness training presented methods for using logical reasoning procedures in order to maximize guessing. In the first study, college students were administered the questions only from a standardized reading comprehension test (the reading selections were omitted). In the second study, in-class, teacher-made tests were used to measure change. In the third study, middle school social studies students were administered teacher-made tests. There were no strong effects in any of the studies. Factors affecting these outcomes are discussed. (BW)

ED 241 563 TM 840 086

Schrader, William R.
 Admissions Test Scores as Predictors of Career Achievement in Psychology.
 Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.
 Report No.—GREB-76-1R

Pub Date—Sep 78
 Note—36p.; Some tables contain small print.
 Available from—Educational Testing Service, Publications Order Services, Dept. I-101, Princeton, NJ 08541.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Careers, *College Entrance Examinations, Comparative Analysis, Doctoral

Degrees, *Performance Factors, *Predictive Measurement, *Psychologists, *Scores
 Identifiers—*Graduate Record Examinations, *Scholastic Aptitude Test

This exploratory study is concerned with identifying several measures of career attainment for psychologists and with relating these measures to Scholastic Aptitude Test (SAT) and Graduate Record Examination (GRE) scores and to other relevant characteristics. The basic hypothesis of the study is that abilities measured at the time of admission to college or graduate school are related to career performance after earning the doctorate. The analysis sample for this study included 215 psychologists who had earned a doctorate in psychology in 1963-64, who had earned a bachelor's degree between 1954 and 1961, and who had retrievable test scores either on the SAT or on the Aptitude Test and an Advanced Test of the GRE. Measures of attainment included citation counts obtained from the Social Sciences Citation Index and the Annual Review of Psychology, publication counts obtained from Psychological Abstracts, and election to fellow status in the American Psychological Association. The small sample sizes (128 for SAT and 150 for GRE) and the limitation to one field do not provide an adequate basis for generalization. The results, however, are sufficiently promising to warrant further research. They also suggest that GRE Advanced Test scores (which correlated .41 with citation counts from the Social Science Citation Index) may be more closely related to career performance than are measures of aptitude. (Author)

ED 241 564 TM 840 088

Rock, Donald Werts, Charles
 An Analysis of Time-Related Score Increments and/or Decrements for GRE Repeaters across Ability and Sex Groups.

Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.
 Report No.—GREB-77-9R
 Pub Date—Mar 80

Note—52p.
 Available from—Educational Testing Service, Publications Order Services, Dept. I-101, Princeton, NJ 08541.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Ability, *Achievement Gains, *College Entrance Examinations, Higher Education, Quantitative Tests, *Scores, *Sex Differences, Test Wiseness, Verbal Tests

Identifiers—*Graduate Record Examinations, *Retesting

The purpose of this study was to obtain information on both the number of individuals who retest and their patterns of score gain (or decrement) by sex and ability. Individuals who retested only once were found to gain about 26-27 points on the Graduate Record Examination (GRE) verbal test and about 23 points on the GRE quantitative test. This finding is tempered by the fact that repeaters are a self-selected group whose average scores were below the mean on initial testing; average gains on retest by a random sample of all test takers almost certainly would be somewhat less. Individuals who retested more than once were, on the average, of lower ability than the single retest individuals. The multiple retesters gained less on the average than the higher ability single retest individuals. The amount of verbal gain was positively related to the length of time between the initial test and the first retest. This result was interpreted primarily as an increase in knowledge and to a lesser extent an increase in test-taking skills. There was no relationship between time lapse and quantitative gains. (Author)

ED 241 565 TM 840 089

Donlon, Thomas F.
 An Annotated Bibliography of Studies of Test Speededness.

Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.
 Report No.—GREB-76-9R
 Pub Date—Mar 80

Note—33p.; For related document, see TM 840 076.

Available from—Educational Testing Service Publications Order Services, Dept. I-101, Princeton, NJ 08541.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Evalua-

tion, Research Methodology, *Resource Materials, *Testing, *Timed Tests
 Identifiers—*Speededness (Tests)

To evaluate test speededness and to derive implications for test program activity, this document presents an annotated bibliography on studies of test speededness. The 64 citations range from 1902 to 1976, and include the seminal articles by Cronbach and Warrington (1951) and Gulliksen (1959); articles which summarize the previous literature on the topic somewhat; articles which offer indices for consideration; and studies that report empirical data on test speededness. (PN)

ED 241 566 TM 840 090

Levine, Michael V. Drasgow, Fritz
 Appropriateness Measurement with Aptitude Test Data and Estimated Parameters.

Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.
 Report No.—GREB-75-3P
 Pub Date—Mar 80

Note—43p.
 Available from—Educational Testing Service, Publications Order Services, Dept. I-101, Princeton, N.J. 08541.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Aptitude Tests, Cheating, Error of Measurement, Error Patterns, Estimation (Mathematics), Higher Education, *Latent Trait Theory, Mathematical Models, *Multiple Choice Tests, *Testing Problems

Identifiers—Outliers, *Test Appropriateness, Three Parameter Model

Appropriateness measurement is a general approach to the problem caused by multiple choice tests failing to measure accurately the ability of atypical examinees. The conceptual framework of appropriateness measurement is presented, and several statistical indices of the appropriateness of a multiple choice test for an examinee are noted. A series of interrelated experiments is used to demonstrate that appropriateness measurement is robust to errors in parameter estimation and to the presence of unidentified aberrant examinees in the test norming sample. Finally, studies with actual data are used to show that the three-parameter logistic model is sufficiently valid to support effective appropriateness measurement in applications with real examinees. (Author)

ED 241 567 TM 840 091

King, Alison
 The Art Self-Concept Inventory: Development and Validation of a Scale to Measure Self-Concept in Art.

Pub Date—83
 Note—29p.
 Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Art, *Grade 6, Intermediate Grades, Questionnaires, *Self Concept Measures, Self Evaluation (Individuals), *Test Construction, *Test Reliability, *Test Validity

The Art Self-Concept Inventory (ASCI) was developed as a situation specific self-concept instrument to measure the students' ideas and feelings about themselves in the art context. Art self-concept was defined as students' perceptions of themselves as makers, as judges, and as enjoyers of art. To top these dimensions of art self-concept, items were generated for three corresponding subscales: art making, art judgment, and art enjoyment. Following a pilot study, the final form of the ASCI was administered to 208 grade 6 students. Item-total correlations were acceptable to high: Delta group response patterns showed strong upper left to lower right diagonality, and item means were near scale mid-point. Reliability estimates for the scale were very high. The instrument appears to possess both content and construct validity in that the items in the scale sample a range of art experiences and the instrument shows unidimensionality. In addition, it appears that all items over the three domains consistently differentiate between subjects who hold high self-concepts in the area of art and those who do not. (The 49-item instrument is included.) (PN)

ED 241 568 TM 840 095

Harnett, Rodney T. Willingham, Warren W.
 The Criterion Problem: What Measure of Success in Graduate Education?

Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.

Report No.—GREB-77-4R

Pub Date—Mar 79

Note—55p.

Available from—Educational Testing Service, Publications Order Services, Dept. I-101, Princeton, NJ 08541.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Evaluation Criteria, *Evaluation Methods, *Evaluation Needs, *Graduate Study, *Higher Education, *Performance Factors, *Predictive Measurement, *Selection, *Student Evaluation
Identifiers—*Evaluation Problems, *Graduate Record Examinations

A wide variety of potential indicators of graduate student performance are reviewed. Based on research literature, experience with recent and current research projects, and conversations with graduate faculty members and administrators, the various indicators are considered in two ways. First, they are analyzed within the framework of the traditional "criterion problem," that is, with respect to their adequacy as criteria in predicting graduate school performance. In this case emphasis is given to problems with the criteria that make it difficult to draw valid inferences about the relationship between selection measures and performance measures. Second, the various indicators are considered as an important process of the graduate program. In this case, attention is given to their adequacy as procedures for the evaluation of student performance—e.g., their clarity, fairness, and usefulness as feedback to students. Various general observations about the status of student evaluation practices are made, and particular attention is drawn to the view that many evaluation practices seem to be characterized by confusion with regard to their basic purpose. Finally, suggestions are offered for how assessment practices might be improved. (Author)

ED 241 569

TM 840 096

Baird, Leonard L.

Development of an Inventory of Documented Accomplishments for Graduate Admissions.

Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.
Report No.—GREB-77-3R
Pub Date—Jun 79

Note—54p.

Available from—Educational Testing Service, Publications Order Services, Dept. I-101, Princeton, NJ 08541.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Admission Criteria, *College Entrance Examinations, *Experiential Learning, *Graduate Students, *Higher Education, *Prior Learning, *Selection, *Test Construction
Identifiers—*Graduate Record Examinations

This is a report about the first two stages of a four-stage project designed to develop procedures to assess the accomplishments of applicants to graduate school. In the first stage, trial instruments were developed after thoroughly reviewing other attempts at assessing accomplishments and carefully considering the issues involved. Three prototypes were developed based on three approaches: a checklist approach, a semi-documented approach, and an open-ended portfolio approach. In the second stage, an instrument was developed that was designed to meet the operational and conceptual requirements of an inventory of documented accomplishments for graduate selection using as many of the positive features of earlier approaches in as simple a format as possible. The inventory, included in this document, contains items on the student's background, writing and publishing activities, contests and public performances, artistic or scientific objects produced, jobs, volunteer work, military activities, and three specific accomplishments. (Author/PN)

ED 241 570

TM 840 097

Wild, Cheryl Dursio, Robin

Effect of Increased Test-Taking Time on Test Scores by Ethnic Groups, Age, and Sex.

Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.
Report No.—GREB-76-6R
Pub Date—Jun 79

Note—48p.

Available from—Educational Testing Service, Publications Order Services, Dept. I-101, Princeton, NJ 08541

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Entrance Examinations, *Higher Education, *Quantitative Tests, *Racial Bias, *Research Methodology, *Scores, *Sex Bias, *Test Bias, *Test Construction, *Test Format, *Test Length, *Timed Tests, *Verbal Tests
Identifiers—*Graduate Record Examinations, *Speededness (Tests)

This study investigates the effects of increasing the test time to reduce the speededness of the verbal and quantitative experimental sections of the Graduate Record Examinations (GRE) Aptitude Test. In December 1976, at approximately 550 domestic test centers, 20- and 30-minute versions of a verbal experimental test and of a quantitative experimental test were administered with the operational test. The effects of testing time on scores for minority-group versus majority-group examinees, on male versus female examinees, and on examinees by years elapsed since they received the baccalaureate degree are investigated. Although the 20-minute experimental tests are generally more speeded than the 30-minute tests, the ten additional minutes resulted in a small score gain for all groups, and differential score gains were not found between the subgroups. On the basis of the results of this study, the extension of testing time for the GRE Aptitude Test for the purpose of reducing intergroup differences is not indicated. (Author)

ED 241 571

TM 840 099

Oltman, Philip K.

Content Representativeness of the Graduate Record Examinations Advanced Tests in Chemistry, Computer Science, and Education.

Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.
Report No.—ETS-RR-82-58; GREB-81-12P
Pub Date—Dec 82

Note—84p.

Available from—Educational Testing Service, Publications Order Services, Dept. I-101, Princeton, NJ 08541.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Chemistry, *College Curriculum, *College Entrance Examinations, *College Faculty, *Computer Science, *Graduate Study, *Higher Education, *Sampling, *Schools of Education, *School Surveys, *Test Validity
Identifiers—*Content Validity, *Graduate Record Examinations, *Test Content

Faculty members in departments of chemistry, computer science, and education were surveyed to collect information on the content representativeness of the Graduate Record Examination (GRE) Advanced Tests in those disciplines. Faculty respondents allocated percentages to each of the major content categories of the specifications for the tests to reflect the nature of undergraduate curricula appropriate for prospective graduate students. They also classified test items into those same categories. This study compared the distribution of content specified by the Committees of Examiners, the distribution of content produced by the respondents, and the distribution of test items by content categories as classified by the respondents. Agreement was generally good, although some differences emerged that might suggest minor changes in specifications or item composition. The method is documented in some detail (Appendix E) so that it can be applied periodically to other tests when desired. The information gathered by the method can be of value to the Committees of Examiners in keeping the tests abreast of trends and changes in their fields. (Author)

ED 241 572

TM 840 100

Powers, Donald E. And Others

A Factor Analytic Investigation of Seven Experimental Analytical Item Types.

Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.
Report No.—GREB-77-1P
Pub Date—Jun 78

Note—71p.

Available from—Educational Testing Service, Publications Order Services, Dept. I-101, Princeton, NJ 08541.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Entrance Examinations, *Factor Analysis, *Factor Structure, *Graduate Study, *Higher Education, *Item Analysis, *Test Construction, *Test Format, *Test Items
Identifiers—*Graduate Record Examinations, *Test Revision

Much of the effort involved in a major restructuring of the Graduate Record Examinations (GRE) Aptitude Test was intended to result in the creation of an analytical module to supplement the verbal and quantitative sections of the test, thus providing broadened measurement. Factor extension analysis was used in the present study to investigate further the characteristics of seven experimental analytical item types that had been administered in the experimental section of two operational forms of the Aptitude Test. The extension analysis included: (1) examining the loadings of analytical items on the factors extracted from operational forms, (2) computing the contribution made by operational factors to explaining both the intercorrelations among experimental items and the variance of each experimental test, and (3) analyzing the relationships among analytical items that were not explained by operational form factors. The seven analytical item types were shown to be differentially related to the dimensions underlying the current Aptitude Test, in terms of both their independence of verbal and quantitative factors and their relationship to specific abilities. Furthermore, all but one of the seven experimental analytical tests appeared to have at least one interpretable dimension that was distinct from any found in the operational form of the Aptitude Test. (Author)

ED 241 573

TM 840 101

Swinton, Spencer S. Powers, Donald E.

A Factor Analytic Study of the Restructured GRE Aptitude Test.

Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.
Report No.—GREB-77-6P
Pub Date—Feb 80

Note—110p.

Available from—Educational Testing Service, Publications Order Services, Dept. I-101, Princeton, NJ 08541.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*College Entrance Examinations, *Factor Analysis, *Factor Structure, *Graduate Study, *Higher Education, *Quantitative Tests, *Test Construction, *Test Items, *Test Validity, *Verbal Tests
Identifiers—*Graduate Record Examinations, *Test Revision

A study was conducted in order to investigate the factor structure of the Graduate Record Examinations (GRE) Aptitude Test, which now includes an analytical module. Comparison of the factor structures of the Aptitude Test before and after modification suggested that the factor structure of the verbal and quantitative sections of the test has been relatively unaffected by changes made in order to introduce the analytical module. The restructured test does, however, have a distinct, identifiable analytical dimension that is strongly related to the verbal and quantitative dimensions underlying performance on the test. Separate analyses of the analytical section of two forms revealed dimensions in the analytical items, particularly in the "analysis of explanations" item type, that may have practical value for test development activities. A look at another analytical item type, "evaluation of evidence," being considered for inclusion in future forms of the Aptitude Test, suggested that the ability to answer these items depends more on general reading comprehension ability than on analytical ability as it is now measured in the restructured test. Extension of factor solutions to various background variables, such as major field of study, yielded additional evidence supporting the discriminant validity of the verbal, quantitative, and analytical factors found in the test. (Author)

ED 241 574

TM 840 103

Schrader, William B.

GRE Scores as Predictors of Career Achievement in History.

Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.
Report No.—GREB-76-1bR
Pub Date—Nov 80

Note—22p.

Available from—Educational Testing Service, Publications Order Services, Dept. I-101, Princeton, NJ 08541.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adults, *Careers, *College Entrance Examinations, *Comparative Analysis, *Doctoral Degrees, *History, *Performance Factors, *Pre-

dictive Measurement, *Scores
Identifiers—*Graduate Record Examinations

This exploratory study is concerned with identifying several measures of career attainment for historians and with relating these measures to Graduate Record Examination (GRE) scores and to other relevant characteristics. The basic hypothesis of the study is that abilities measured at the time of admission to graduate school are related to career performance after earning the doctorate. The analysis sample for this study included 83 historians who had earned a doctorate in history in 1963-64 or 1964-65, who had earned a bachelor's degree between 1954 and 1962, and who had retrievable test scores on the Aptitude Test and an Advanced Test of the GRE. Citation counts obtained from the Social Sciences Citation Index served as the main indicator of attainment. The rating of the graduate faculty in History for each historian's doctoral university as reported by Cartier (1966) was included in the study as a predictor. Because the sample size was quite small (83 historians), any conclusions based on these data must be quite tentative. Nevertheless, it is of interest that GRE-Verbal and GRE Advanced test scores and department quality ratings yield small positive correlations with citation counts from the Social Sciences Citation Index. These results are sufficiently promising to warrant further studies of similar design based on scholars who attained the doctorate in other years or who specialized in other fields. (Author)

ED 241 575 TM 840 109

Manning, Linda W. McKinney, Richard L.
Microcomputers versus Mainframe Computers:
Selecting the Appropriate Computing Tool in
Institutional Research.

Pub Date—7 Nov 83

Note—31p; Paper presented at the Annual Meeting of the Mid-America Regional Institutional Research Association (4th, Lawrence, KS, November 7, 1983). Parts may not reproduce well.
Pub Type—Speeches/Meeting Papers (150) —
Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Comparative Analysis, *Computers, Data Analysis, Data Processing, *Evaluation Criteria, Guidelines, *Institutional Research, *Microcomputers, Researchers, Research Needs, *Selection

Identifiers—*Mainframe Computers

The paper sets the stage for the effective and efficient use of computers in institutional research. The microcomputer and the mainframe computer are contrasted for those researchers who have a choice of where to process data. General computer use, specific microcomputer and mainframe computing guidelines, and an application utilizing both computer types are presented. General considerations touch upon attitudes, expectations, and organizational habits for the purpose of establishing what can or cannot be done with a computer. The guidelines highlight strengths and weaknesses in dealing with microcomputers and large mainframe computer systems and delve into areas of data control, data accessibility, standardization of procedures and documentation, system support and user education, hardware limitations, and software support. The discussion of the application shows how computing tools were chosen. (Author)

ED 241 576 TM 840 110

Marzano, Robert J. Hutchins, C. L.
Measuring Academic Efficiency at the School
Level.

Pub Date—[81]

Note—17p.

Pub Type—Guides - Non-Classroom (055) —
Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Observation Techniques, Elementary Secondary Education, *Evaluation Methods, *Mathematical Models, Measurement Techniques, Reliability, *School Effectiveness, *Time on Task

Identifiers—*Academic Efficiency

In this paper, academic efficiency is operationally defined and a methodology for measuring it at the school level is described. Academic efficiency is defined as the extent to which a school utilizes its time for the academic development of all its students. The measure of academic efficiency must include three elements: time, students, and academic development. The metric used is the student-minute; one student-minute is a minute spent by one student. Assuming that academic engagement is the legiti-

mate proxy of academic efficiency, the index of academic efficiency is the proportion of engaged student-minutes to total student-minutes. To calculate this index, six different types of data must be collected at the school level: total time available in school day, time scheduled for noninstructional activities, total enrollment, average number of students absent per day, average engagement rate, and average proportion of nonacademic instructional time per class. Procedures have been developed at the Mid-Continent Regional Educational Laboratory for sampling engagement rate and non-academic instructional time. (BW)

ED 241 577 TM 840 117

Test Validation for 12,000 Jobs: An Application of
Job Classification and Validity Generalization
Analysis to the General Aptitude Test Battery.
Employment and Training Administration (DOL),
Washington, DC. Div. of Counseling and Test
Development.

Report No.—US-ES-TRR-45

Pub Date—83

Note—60p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adults, Career Counseling, Cognitive Ability, *Federal Programs, *Job Analysis, Longitudinal Studies, Perception, *Predictor Variables, Psychomotor Skills, Test Construction, *Testing Programs, *Test Validity

Identifiers—*General Aptitude Test Battery, Validity Research

This report cumulates the results of 515 validation studies carried out over a 45-year period by the United States Employment Service, and relates these findings to five systems of job classification and job analysis. Correction for sampling error shows that general cognitive, perceptual, and psychomotor ability are valid predictors of job proficiency for all jobs, though there is considerable variation in validity across jobs. Correction for sampling error shows that cognitive and perceptual ability are valid predictors of training success for all jobs and that psychomotor ability is a valid predictor for all but a few high-complexity jobs. The relevant information in each of the five job analysis systems turned out to be the same dimension: job complexity. This dimension has been assessed for all 12,000 jobs in the "Dictionary of Occupational Titles" and the validity generalization analysis performed here thus extends to all jobs in the current volume. Cognitive ability increases in validity as job complexity increases while psychomotor ability increases in validity as complexity decreases. Thus a shift in weight from cognitive ability to psychomotor ability across categories of job complexity produces average multivariate validity ranging from .49 to .59 for job proficiency and from .59 to .65 for training success. (Author)

ED 241 578 TM 840 118

Adams, Morgan And Others
Evaluation Report on HOSTS Program in the
Portland Public Schools.
Portland Public Schools, OR. Research and Evaluation
Dept.

Pub Date—83

Note—40p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Gains, Elementary Education, *Individual Instruction, *Low Achievement, *Program Effectiveness, Program Evaluation, *Reading, *Tutors, Validated Programs

Identifiers—*Helping One Student To Succeed, *Portland School District OR

HOSTS, "Helping One Student To Succeed," is a nationally-validated Chapter I program adopted by 24 schools in the Portland School District. It was designed to help low performers learn to read by providing individualized instruction on a one-to-one basis through the use of trained volunteer tutors. The HOSTS curriculum is designed as a reading program that consists of six major skill areas: reading readiness, phonetic analysis, structural analysis, vocabulary development, comprehension, and study skills. This evaluation, conducted to investigate the effects of the program, compared the achievement gains of Chapter I students who were in the HOSTS program with three different populations: (1) Non-HOSTS, i.e., students in the same grades and schools who received other Chapter I reading instruction; (2) District Chapter I students; and (3) all District students. The achievement

growth of all HOSTS students in 1982-83 was compared with their achievement growth in 1981-82. Student achievement was measured by the results of the Comprehensive Test of Basic Skills and the Portland Achievement Levels Tests. Based on research findings, it was concluded that HOSTS produced positive, non-significant gains, results which are better than the average of other Chapter I supplementary programs, but are not significantly better. (PN)

ED 241 579 TM 840 126

Adelson, Joseph And Others
The Development of Adolescent Thinking: Some
Views for Effective Schools.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency—National Inst. of Education (ED),
Washington, DC.

Pub Date—83

Note—50p; Papers presented at the Research for Better Schools Forum on Adolescence and Effective Schools.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adolescents, Attribution Theory, *Cognitive Development, Community, *Ethology, Laws, *School Effectiveness, Secondary Education, *Social Cognition, Urban Schools

Identifiers—Idealism

Adolescence was the focus of an Urban Development Forum, a component of the Research for Better Schools, that explored the factors of effective schooling in terms of their impact on young people in large, urban systems. This forum featured a major presentation by Joseph Adelson. Focusing his presentation on the cognitive growth in adolescence, he reported on two major investigations of young people—a cross-national project and a study of an American urban population—both of which involved in-depth interviews of teenage subjects and a major analysis of findings. Reporting to educators concerned with effective schools, he highlights five topics that are involved in the teenager's readiness to think fruitfully about social and humanistic matters: (1) the community, (2) the law, (3) principles, (4) grasp of psychology, and (5) understanding the social order. Four speakers commented on Adelson's presentation: David Elkin (a Piagetian by training and conception), Allan Glatthorn (a specialist in curriculum development), Ione Vargas (a dean of the School of Social Administration at Temple University), and Frederick McDonald (a senior research psychologist at Educational Testing Service). The papers of these five presenters are contained in this document and provide perspectives on adolescence and information for further educational thought. (PN)

ED 241 580 TM 840 127

McKinley, Robert L. Reckase, Mark D.
An Evaluation of One- and Three-Parameter Logistic
Tailored Testing Procedures for Use with
Small Item Pools.

American Coll. Testing Program, Iowa City, Iowa.
Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs
Office.

Report No.—ONR83-1

Pub Date—Aug 83

Contract—N00014-82-K0716

Note—39p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adaptive Testing, *Computer Assisted Testing, Estimation (Mathematics), *Item Banks, *Latent Trait Theory, Mathematical Models, Maximum Likelihood Statistics, Quantitative Tests, Simulation, *Testing

Identifiers—*Ability Parameters, ACT Assessment, *Item Parameters, One Parameter Model, Three Parameter Model

A two-stage study was conducted to compare the ability estimates yielded by tailored testing procedures based on the one-parameter logistic (1PL) and three-parameter logistic (3PL) models. The first stage of the study employed real data, while the second stage employed simulated data. In the first stage, response data for 3,000 examinees were obtained for the 40 item ACT Assessment Mathematics Usage subtest. The first 2,000 cases were used to obtain item parameter estimates for both models. Using these estimates, 1PL and 3PL tailored tests were simulated using the response data for the remaining 1,000 cases. Both tailored testing procedures employed maximum likelihood ability estimation and maximum information item selection.

tion procedures. The two sets of ability estimates were then compared. In the second stage, response data for 3,000 cases were simulated using the 3PL item parameter estimates from the first stage as true parameters. True abilities were selected from the standard normal distribution. The first 2,000 cases were used for 1PL and 3PL calibration of the items, and the remaining 1,000 cases were used to simulate 1PL and 3PL tailored tests. The two sets of ability estimates were compared to each other and to the true ability parameters. Results of both stages of the study indicated that the 1PL and 3PL tailored tests yielded highly correlated ability estimates, and there was no apparent advantage in terms of ability estimation to using one of the models over the other. Because the 1PL procedure was less expensive to use, it was the recommended model for this application. (Author)

ED 241 581 TM 840 128

McKinley, Robert L. Reckase, Mark D.

An Extension of the Two-Parameter Logistic Model to the Multidimensional Latent Space. American Coll. Testing Program, Iowa City, Iowa. Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—ONR83-2

Pub Date—Aug 83

Contract—N00014-81-K0817

Note—33p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Estimation (Mathematics), *Latent Trait Theory, *Mathematical Models, Maximum Likelihood Statistics, Measurement Techniques, *Statistical Analysis

Identifiers—Information Function (Tests), *Multidimensional Approach, *Two Parameter Model. Item response theory (IRT) has proven to be a very powerful and useful measurement tool. However, most of the IRT models that have been proposed, and all of the models commonly used, require the assumption of unidimensionality, which prevents their application to a wide range of tests. The few models that have been proposed for use with multidimensional data have not been developed to the point that they can be applied in actual testing situations. The purpose of this report is to present a model for use with multidimensional data and to discuss some of its characteristics. This discussion will include information on the interpretation of the model parameters, the sufficient statistics for the model parameters, and the information function for the model. In addition, the estimation of the parameters of the model using the maximum likelihood estimation technique is also discussed. (Author/PN)

ED 241 582 TM 840 129

A Guide to Statewide Assessment Results, October 1983.

Florida State Dept. of Education, Tallahassee. Student Assessment Section.

Pub Date—83

Note—46p.

Pub Type—Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Assessment, Elementary Secondary Education, Guidelines, *State Programs, Testing Programs, *Test Interpretation, *Test Results, *Test Use

Identifiers—Florida State Student Assessment Test Part II, *Florida Statewide Assessment Program

This publication is designed to aid teachers, principals, district staff, and other educators in reading, interpreting and using the data from the October 1983 Florida Statewide Assessment. This guide is divided into three main sections: an introduction; a discussion of the forms used to report results, and suggestions for interpretation and utilization of results. Reporting assessment data to various audiences is a critical feature of the Statewide Assessment Program. The Program gathers and reports student achievement data in reading, writing, and mathematics at grades 3, 5, 8, and 10. The appendices include the skills tested in the State Student Assessment Test, Part II; minimum performance standards and skills for grades 3, 5, and 8; and criteria for achievement of minimum performance standards and skills. (PN)

ED 241 583 TM 840 130

Firestone, William A. Donner, William W.

Knowledge Use in Educational Development: Tales

from a Two-Way Street.

Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 81

Note—27p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Role, Basic Skills, Career Development, *Case Studies, Educational Development, *Educational Improvement, Educational Practices, Educational Research, Educational Resources, Elementary Secondary Education, Linking Agents, *Researchers, *Research Utilization, *Teacher Role

Development has traditionally been seen as part of a one-way street running from the researcher to the practitioner. Studies of the "mutual adaptation" of development products undercut this view of development and suggest that it should be seen as a two-way street that takes into account the practical knowledge of teachers and administrators. A participant observer study of two efforts at "collaborative" development in the fields of basic skills and career preparation illustrate the kinds of practical knowledge that practitioners bring to the process and the changes in development processes that result. The study concludes that the practical knowledge of practitioners, linking agents, and developers all contribute to the development process. In addition, development products need to provide enough flexibility to encourage intelligent local adaptation, but enough guidance to really provide educators with new knowledge. (Author/PN)

ED 241 584 TM 840 131

Zinoman, Esther Axt And Others

Nonbiased Psychoeducational Assessment: 1983.

New York State Education Dept., Albany. Bureau of Pupil Services.

Report No.—NYSED-83-7750

Pub Date—Nov 83

Note—28p.

Pub Type—Information Analyses (070) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Assessment, Elementary Secondary Education, Followup Studies, Group Testing, Individual Testing, Models, Observation, *Psychological Evaluation, *School Psychologists, Student Evaluation, *Student Placement, *Test Bias, Testing Problems

This publication reviews issues and processes in the quest for less-biased, least-biased, non-biased assessment. It is intended to aid the school psychologist in assisting all individuals in placement or program decisions for school-age children. The first section articulates the common sources of bias in assessment and identifies concepts intended to minimize bias in the use of individual and group tests. The second section gives the technique of observation its appropriate status as an assessment tool. The next section presents some of the more frequently-used assessment models. The final section describes follow-up as the final cost-effective step in non-biased assessment. (PN)

ED 241 585 TM 840 132

Firestone, William A. And Others

Only a Phone Call Away: Local Educators' Views of Regional Educational Service Agencies.

Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 83

Note—73p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrator Attitudes, Data Collection, Delivery Systems, Educational Policy, *Education Service Centers, Elementary Secondary Education, *Information Dissemination, In-service Education, Interviews, Resource Centers, *School Districts, State School District Relationship, Technical Assistance

Identifiers—New Jersey, Pennsylvania

To learn more about the Regional Educational Service Agencies (RESA), Research for Better Schools initiated a multi-year study of RESAs in Pennsylvania and New Jersey. This report specifically describes local educators' perceptions about RESA services and the content areas in which RESAs offered help. It also suggests how successful service delivery occurred. This study is intended to inform general thinking and policy making about how to disseminate useful knowledge to schools. At

the same time, it is intended to provide useful information to RESA staff and to state officials responsible for RESAs. A secondary purpose is to compare RESAs with centrally-developed dissemination programs and to explore RESAs' potential to support or supplement such programs. (PN)

ED 241 586 TM 840 133

Ludlow, Larry H.

On the Simulation and Analysis of Measurement

Model Residuals.

Pub Date—11 Jan 84

Note—68p.; A paper presented at the Educational Testing Service, January 11, 1984. Based on "The Analysis of Rasch Model Residuals," doctoral dissertation, University of Chicago, 1983.

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Data Analysis, Evaluation Methods, Goodness of Fit, *Latent Trait Theory, *Models, *Research Methodology, Research Needs, Simulation, Statistical Analysis

Identifiers—Data Interpretation, Measurement Problems, *Rasch Model, *Residuals (Statistics)

The purpose of this research is to demonstrate that a systematic approach to the graphical analysis of Rasch model residuals can lead to an increased understanding of ordered response data, and that residual patterns do change in predictable ways, and that summary statistics need not be the only piece of evidence for assuring the fit between model and data. Three simple, idealized simulations and then two sets of real data are considered. The research concludes that (1) the measurement error uncovered in the residual analyses was not noticeable in the examination of person and item estimates, nor the person and item fit statistics; and (2) the tailored residuals provided a specific frame of reference within which the observed variation would be understood. (PN)

ED 241 587 TM 840 135

Frechling, Joy A. Myerberg, N. James

Reporting Test Scores to Different Audiences.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ERIC-TM-85

Pub Date—Dec 83

Contract—400-83-0015

Note—77p.; Some tables contain small print.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 (\$7.00).

Pub Type—Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annual Reports, Elementary Secondary Education, Evaluation Utilization, Graphs, Guidelines, *Information Dissemination, Parent School Relationship, *Scores, Teachers, *Testing, *Test Interpretation, *Test Results

The purpose of this document is to address issues related to the release of test scores to a variety of audiences: parents, school board members, school staff, the news media, and the general public. Guidelines or recommendations for reporting test data are provided. The recommendations are based both on experiences in reporting test results and an informal review of a sample of test reports from school districts across the nation (see Appendix A). Annual reports on testing programs should include (1) descriptive information of the testing program, test content, and test scores; (2) test results for districts, as well as for individual schools; and (3) cautions concerning how the data should and should not be interpreted. Reports to parents will include the same information, but focused on an individual student. Reports to staff will focus on a class or a school. Suggestions for using test data for comparing schools, determining weak and strong areas, and determining if a school did as well as it should have are presented. Commonly used test terms, testing textbooks that include discussions of testing terms, and reports of test results cited in "Research and Evaluation Studies from Large School Districts 1982" are included in the appendices. (PN)

ED 241 588 TM 840 139

Lue, Lawrence J. Malony, H. Newton

Validation of Two Measures of Acculturation for Chinese Americans.

Pub Date—Apr 83

Note—25p.; Paper presented at the Annual Meeting of the Western Psychological Association (San Francisco, CA, April 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Acculturation, *Chinese Americans, Higher Education, Measurement Techniques, Mental Health, *Rating Scales, Social Behavior, Social Values, *Test Validity, Whites

Identifiers—*Behavioral Acculturation Scale (Szapocznik), *Chinese Traditional Modern Scale (Dawson)

Two acculturation measures, Szapocznik's (1978) Behavioral Acculturation Scale and Dawson's (1971) Chinese Traditional-Modern Scale, were adapted and applied to two college-aged groups of first and second generation Chinese Americans and one group of Caucasian Americans. Hypotheses concerned the empirical and construct validity of both measures relative to the Chinese American population. Results of the study supported both hypotheses for the behavioral acculturation measure, but only confirmed the empirical validity of the value acculturation measure. Conditional acceptance of the construct validity of the value acculturation measure seemed warranted after some discussion of the complex nature of the value acculturation process and a review of other research done with this scale. The two acculturation measures, taken together, provide a two-dimensional approach to the assessment of acculturation among Chinese Americans and are capable of quantifying the intergenerational/acculturational conflicts which arise in Chinese-American families and allow for the rigorous assessment of the impact of such conflicts on the mental health of that population. (Author)

ED 241 589

TM 840 140

Weiss, David Jackson, Rex

The Validity of the Descriptive Tests of Language Skills: Relationships to Direct Measures of Writing Ability and to Grades in Introductory College English Courses.

College Entrance Examination Board, New York, N.Y.

Report No.—CB-83-4; ETS-RR-83-27

Pub Date—83

Note—19p.

Available from—College Board Publications, Box 886, New York, NY 10101 (\$5.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Credits, English Curriculum, Higher Education, *Language Skills, Language Usage, Logical Thinking, *Predictive Validity, Reading Comprehension, Sentence Structure, Standardized Tests, *Student Placement, Testing Programs, *Test Validity, Vocabulary Skills, *Writing Evaluation

Identifiers—*Descriptive Tests of Language Skills, Multitrait Multimethod Techniques

Performance data on the Descriptive Tests of Language Skills (DTLS) for entering college students were collected through a pilot study of 4,234 students in 16 colleges. This study was also designed to permit several checks on the validity of the DTLS by examining the relationship of DTLS scores to the following criteria: English course grades, scores on essays administered concurrently with the DTLS prior to course enrollment, and scores on end-of-term essays. Results show that DTLS scores have a substantial concurrent relationship to carefully scored essays and that they predict writing course outcomes whether measured by end-of-course grades or a scored essay. Thus, these results lend support to the use of the DTLS as an aid in making decisions about the placement of students in introductory level college composition courses. The multitrait-multimethod matrix analysis did not provide evidence for the discriminant validity of the three DTLS that assess writing skills: Sentence Structure, Usage, and Logical Relationships. Whether this was due to a failure of the tests to measure relatively independent traits or to problems with the criteria used for this phase of the analysis is an open question. Background questions from the DTLS answer sheet and instructions for administering DTLS Exercises, the DTLS Exercises, and the DTLS Scoring Criteria are appended. (PN)

ED 241 590

TM 840 141

Buchanan, Anne E. Romberg, Thomas A.
Data Collection Procedures and Descriptive Statistics for the Grade Three Achievement Moni-

toring Test (A-3 and A-4), Coordinated Study No. 1.

Wisconsin Center for Education Research, Madison.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—WCER-WP-321

Pub Date—Aug 83

Grant—NIE-G-81-0009

Note—422p.; For related document, see ED 240 169.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Achievement, Achievement Tests, Addition, *Data Collection, Educational Objectives, *Grade 3, *Longitudinal Studies, *Mathematics, Primary Education, Problem Solving, Sampling, Skill Development, Statistics, Subtraction

Identifiers—*Developing Mathematical Processes

This paper documents the achievement monitoring component of a three-year study on the acquisition of addition-subtraction problem-solving skills by young children. A set of performance objectives contained in or ancillary to ten instructional units on sentence-writing for verbal problems and algorithms specified test content. Tests measuring group progress toward these objectives were administered after each unit. Data for the tests given after the two units covered in the fall semester of grade 3 are presented in this paper. The scores for each objective, developed using matrix sampling procedures, indicated mastery of addition and subtraction without regrouping, mastery of the addition algorithm for numbers 0-99 and near-mastery of the subtraction algorithm for numbers 0-99. These results reflected the instructional emphasis. There was marked improvement on several of the problem-solving 0-99 and sentence-writing 0-99 objectives not previously mastered, though only one of these objectives was actually mastered. With the exception of the sub-joint-addend sentence-writing 0-20 objective, progress (or maintenance) on the objectives associated with the numbers 0-20 was excellent. (Author)

ED 241 591

TM 840 142

Yin, Robert K. Gwaltney, Margaret K.

Design Issues in Qualitative Research: The Case of Knowledge Utilization Studies.

Abt Associates, Inc., Washington, DC.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 82

Grant—NIE-G-81-0016

Note—95p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Case Studies, Data Collection, Information Utilization, Literature Reviews, *Program Administration, *Research Design, Research Methodology, Research Problems, *Surveys

Identifiers—*Knowledge Utilization, Qualitative Research

The purpose of this review was to examine research designs in studying knowledge utilization. The results are based on 32 studies of knowledge utilization, and the report describes the various types of research designs and their strengths and weaknesses. Survey research methods are appropriate for dealing with either of two aspects of a qualitative research topic: issues of frequency, and issues of perception and attitude. Beyond these issues, survey strategies have limited applications in qualitative research. The case study was the most common research strategy used in these 32 studies. Although multiple-case studies are able to deal with the entire knowledge utilization process in an explanatory manner, they are not good tools for establishing the frequency or extensiveness of a particular phenomenon. Mixed designs are those in which a single investigation relies on both the survey and case study strategies. In general, these designs offer advantages that neither the survey alone nor the case study alone can provide. Four types of project management issues can affect the research design: project staff skills, project organization, resources available, and reporting requirements. Potential implications of these findings are discussed. (BW)

ED 241 592

TM 840 143

Raphael, Taffy E.

Developmental Aspects of Training Students to Use Information-Locating Strategies for Re-

sponding to Questions. Research Series No. 137.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 83

Contract—400-81-0014

Note—30p.; Paper combines data presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 1983) and the meeting of the Society for Research in Child Development (Detroit, Michigan, April 1983).

Available from—Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 (\$3.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, Elementary Education, Individual Development, *Individual Differences, Intentional Learning, *Reading Comprehension, Reading Improvement, *Reading Instruction, *Reading Strategies, *Reading Tests, Textbook Content

This technical report describes a series of three studies designed to instruct students in the relationship between texts, comprehension questions, and two sources of answer information—the text to which a given question refers and their own background knowledge. The focus of the technical report is on individual differences in the amount and type of instruction most beneficial to students from fourth through eighth grade. The studies demonstrated that for the younger students, a longer (i.e., 6-8 week) instructional program was necessary, with gradually decreasing amounts of instructional time required as the students' age level increased. The studies also represent a continuum in instructional research that begins with a training study conducted in classrooms by a university researcher, and moves to instructional studies implemented by classroom teachers in their own classrooms. (Author/PN)

ED 241 593

TM 840 145

Manlove, Donald C., Ed.

K-12 School Evaluative Criteria: A Guide for School Improvement.

National Study of School Evaluation, Falls Church, VA.

Pub Date—83

Note—211p.; For related documents, see ED 043 671, ED 128 461, ED 155 186, and ED 170 334.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Accreditation (Institutions), Administrator Characteristics, Curriculum, Educational Facilities, Educational Objectives, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Extracurricular Activities, *Institutional Evaluation, Intellectual Disciplines, Learning Resources Centers, Pupil Personnel Services, School Community Relationship, Self Evaluation (Groups), Teacher Characteristics

Identifiers—*Unit Schools

The development of these Evaluative Criteria was proposed in 1980 after numerous requests for such an instrument were received from unit schools, independent schools, parochial schools, regional accrediting associations, and professional organizations. A national advisory committee was selected. Eleven schools were selected to participate in the field testing of this instrument. Results of the field test were presented to the advisory committee, reviewed, and the instrument was approved for publication. This instrument has been designed to be used in the self-study and evaluation process by individual schools containing both elementary and secondary levels. The Evaluative Criteria are organized in eleven sections: School and Community (Public Schools), School and Community (Nonpublic Schools), Philosophy and Objectives, Curriculum: Learning Areas, Curriculum: Overview, Individual Faculty Data, School Staff and Administration, Student Activities Program, Learning Media Services, Student Personnel Services, School Plant, and Plans and Priorities. The accompanying manual describes the organization of the Evaluative Criteria and provides directions for its use in the evaluation process. (BW)

ED 241 594

TM 840 146

Hill, Timothy D. And Others

Factor Structure of the Wechsler Scales: A Brief

Review.

Pub Date—May 83

Note—44p.; Paper presented at the Annual Meeting of the North American Division of the Classification Society (14th, Philadelphia, PA, May 29-31, 1983).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Comparative Analysis, Elementary Secondary Education, *Factor Analysis, *Factor Structure, *Intelligence Tests, Psychological Testing, Testing Problems
Identifiers—*Wechsler Adult Intelligence Scale, Wechsler Bellevue Intelligence Scale, *Wechsler Intelligence Scale for Children, Wechsler Preschool Primary Scale Intelligence

The classification of intelligence has been a prime interest to many for over three-quarters of a century. The Wechsler scales of intelligence and the development of factor analysis have both played major roles in the shaping of psychometric thought. An examination of this joint history by means of a review of the factor analytic studies of the Wechsler scales reveals the trends and inconsistencies in this area of mutual concern. It is now appropriate and important to bring this literature together for a united treatment as much of it is disjointed and contradictory, with many researchers remaining unaware of recent developments. The rationale for investigating the factor structure of the Wechsler scales is presented. An introduction to the number of factors problem is offered, as well as discussion of the most frequent types of analyses. Reports of changes in the factor structures are presented, and finally, new directions for future research are introduced. (Author)

ED 241 595

TM 840 147

Doss, David A.

Holding Power of Ninth-Grade Courses.

Austin Independent School District, Tex. Office of Research and Evaluation.

Report No.—AISD-ORE-83.06

Pub Date—83

Note—13p.

Available from—Office of Research and Evaluation, Austin Independent School District, 6100 Guadalupe, Box 79, Austin, TX 78752 (\$2.00).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Courses, Dropout Research, *High School Freshmen, High Schools, Intellectual Disciplines, *School Holding Power, School Registration, Student Interests, Student Placement
Identifiers—*Austin Independent School District TX, *Course Selection

Two sets of analyses were done to examine the "holding power" of ninth grade courses. The first looked at the courses taken by high-risk students who were in the ninth grade in 1978-79. The second set of analyses looked at the courses taken by high-risk students from a dropout study who were in the ninth grade in 1979-80. Only three courses were significantly related to staying in school or dropping out in both analyses. Varsity sports and photography were positively related to staying in school and enrollment in study hall was related to dropping out. The relationships described are unlikely to have occurred by chance, but the causes behind them remain obscure. (BW)

ED 241 596

TM 840 148

Rodgers, Willard Herzog, Regula

Interviewer Effects on Responses of Younger and Older Respondents.

Pub Date—20 Nov 83

Note—19p.; Paper presented at the Annual Meeting of the Gerontological Society of America (San Francisco, CA, November 20, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Age Differences, Interviews, *Older Adults, Reliability, Research Methodology, *Research Problems, *Surveys
Identifiers—*Interviewer Effects, *Respondent Behavior

Using data collected through telephone interviews with a national sample of adults, this study searched for evidence as to whether interviewers have stronger effects on the responses given to a wide range of questions by older people than on the responses of younger people. Responses to 30 items for which significant interviewer effects had earlier been reported were examined. Significant age-

by-interviewer interactions were detected for eight of the 30 items. The set of eight items included both interviewer observations and the direct responses of interviewers, and, among the latter, responses to both open- and closed-ended questions. Older and younger respondents were examined separately to determine the nature of the age-by-interviewer interactions. No pattern was found for the interviewer observations, but for the direct responses to questions, the median interviewer effect was more than twice as strong for older respondents as for younger respondents. Based on all the evidence from this study, it appears that older respondents may be somewhat more susceptible to interviewer effects than younger respondents. (BW)

ED 241 597

TM 840 149

Moore, JoAnne E.

Measuring Academic Learning Time: Some Insights through the Looking Glass.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—19 Jan 84

Contract—400-81-0037

Note—19p.; Paper presented at the Annual Meeting of the Michigan Educational Research Association, (Ann Arbor, MI, January 19, 1984). Figure 3 contains small print.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Gains, *Classroom Observation Techniques, Data Collection, Inter-rater Reliability, Mathematics Achievement, *Measurement Techniques, Primary Education, Reading Achievement, Student Behavior, Teacher Behavior, Time Management, *Time on Task, Validity

Identifiers—Peer Monitoring, Peer Teachers as Mirrors and Monitors Project

Detroit's Peer Teachers as Mirrors and Monitors Project is intended to validate cost effective methods for increasing Academic Learning Time (ALT) for students in grades one through four. A major problem in this research effort has been the design of valid and reliable measures of the components of ALT. One very important component of ALT is student and teacher use of time. This presentation addresses some of the issues involved in measuring student time-on-task, and teacher's use of time with students. Observation methods which produce valid and reliable data without interrupting classes or threatening teachers (too much) are discussed. Samples of observation instruments developed by the project are included, along with issues related to training observers and the establishment of definitions of behaviors to be observed so as to produce high inter-rater reliability. (Author)

ED 241 598

TM 840 151

Bishop, Thomas D.

The MUPET Lab: Computer Assisted Management of Instruction.

Pub Date—[83]

Note—6p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer Assisted Testing, *Computer Managed Instruction, Feedback, *Grade 3, *Mathematics, *Microcomputers, *Models, Pilot Projects, Primary Education, Student Evaluation

Identifiers—*Jonesboro Public Schools AR

Project Computer-Assisted Instructional Management (C-AIM) is being pilot tested on third grade mathematics students in the Jonesboro Public Schools (Jonesboro, Arkansas). Each elementary building operates a MUPET Lab equipped with at least six Commodore Model 4016/4032 microcomputers, one Commodore Model 4040 dual disc drive, and one Commodore Model 4022 printer. These components are networked into a single system using the MUPET, an IEEE multiplexer allowing the microcomputers common access to the IEEE peripherals. If all machines are not required for test administration they may be used in the classroom for computer-assisted instruction. The intent of C-AIM is to provide a model by which microcomputers may be used to assist in the management of instruction by providing an interactive system for evaluating student progress on a predetermined set of objectives and providing immediate flexible access to the evaluations. The design includes having the microcomputing system available on demand to do testing with the capability of handling multiple user access to the dual disc drive and

printer. A test exists for each unit of material in the system. A unit may contain from 5 to 10 objectives. Each unit test has four randomly-generated test items for each objective of that unit. (PN)

ED 241 599

TM 840 156

Ebmeyer, Howard H. Ziomek, Robert L.

Student Academic Engagement Rates. Final Report.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Feb 83

Grant—NIE-G-80-0065

Note—241p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Academic Achievement, Attitude Measures, Classroom Observation Techniques, *Data Collection, Elementary Education, Intellectual Disciplines, Learning Theories, Student Attitudes, *Teacher Behavior, *Time Factors (Learning), *Time on Task

Identifiers—Iowa Tests of Basic Skills

The overall purpose of this project was threefold: (1) to gather task descriptive data concerning engagement rates of students across grade levels, abilities, classrooms, contextual factors, subject areas and task structures; (2) to link various teacher behaviors with student engagement rates, focusing on correlational results between a number of high inference variables and engagement rates of four different student ability groups across subject areas and grade levels; and (3) to integrate these findings into several theories (the teaching learning models of Bloom, Harnischfeger and Wiley, and Carroll) which explained or predicted the observational data. Observational data were gathered from eight schools, grades two through six, through approximately 500 full day observations spaced equally throughout a school year. Observers recorded high inference data about the teaching behaviors and low inference data concerning student engagement rates. In addition, the observations recorded the detailed sequencing of teacher activities, coupled with every third minute recordings of engagement rates of four different ability students in various activity structures, subject areas, and grouping arrangements. The dependent measures included the Iowa Tests of Basic Skills, an aptitude measure for entering students, and Des Moines Public Schools subject area tests in language arts, mathematics, and social studies. (Author/PN)

ED 241 600

TM 840 157

What We Know about Compensatory Education: A Compendium. What Does Work? What Does Not Work? What Role Does Evaluation Play?

Austin Independent School District, Tex. Office of Research and Evaluation.

Report No.—AISD-ORE-83.29

Pub Date—Jan 84

Note—41p.

Available from—Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752 (Pub. No. 83.29, \$1.95 plus \$1.00 for postage and handling).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Compensatory Education, Curriculum Research, Early Childhood Education, *Educational Research, Parent Participation, *Program Evaluation, Research and Development Centers, Resource Materials, School Districts, Staff Development, Teacher Evaluation
Identifiers—Austin Independent School District TX

The Office of Research and Evaluation (ORE) has been evaluating compensatory education programs in the Austin Independent School District for 10 years. This volume is an attempt to pull together many of those useful, intermittently timely findings into a handy reference volume. The contributions to this volume actually span the 10-year history of the ORE and are identified by name in the reference lists provided for each entry. Topics covered include major findings from 1982-83, impact on students, early childhood education, curriculum/techniques, parent involvement, and staff considerations. The final section of this volume discusses the role of evaluation in compensatory programs. (PN)

ED 241 601

TM 840 158

Youth Needs Survey: Fall 1983.

Austin Independent School District, Tex. Office of Research and Evaluation.

Report No.—AISD-ORE-83.37

Pub Date—83

Note—66p.; Paper copy not available due to small print.

Available from—Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752 (\$33.30 plus \$1.00 for postage and handling).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Drug Use, Law Enforcement, *Needs Assessment, Parent Child Relationship, Peer Groups, Planning, *School Surveys, Secondary Education, *Secondary School Students, Sexuality, *Social Services, *Student Attitudes

Identifiers—Austin Independent School District TX

In October 1983, 1,275 Austin Independent School District (AISD) secondary students completed a survey of their needs for social services. The survey was approved by the Board of Trustees in response to a request by the Social Policy Advisory Committee (SPAC). The purpose of the survey was to aid the SPAC in planning social services to meet the needs of youth in Austin and Travis County. Survey questions covering topics such as drugs, sex, and law abidance in addition to peer and parental support, were completed by a self-selected sample not considered representative of the entire AISD student population. The 335 items provided information on the students' outlook on life, school, and their futures. Complete results, including breakdown for high school and junior high school students, are contained in this report. (PN)

UD

ED 241 602

UD 022 473

Lee, Sam Sung

Sociocultural and Psychological Characteristics of the Korean People: A Teacher's Reference Guide in the Levels of the Elementary, Secondary and Postsecondary Students.

Pub Date—[78]

Note—48p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Asian History, *Cultural Background, Elementary Secondary Education, Family (Sociological Unit), *Korean Americans, *Korean Culture, *Personality Traits, *Religious Factors

Information and observations about Korean history, religion, philosophy, and culture, and their influence on Korean Americans' intellectual and psychological characteristics are provided in this paper. The author contends that although many Korean Americans have been in the United States for several generations, all members of this group reflect their cultural heritage and that, therefore, it is necessary to understand the heritage in order to understand this population. Self-identity, self-perception, and behavior patterns of Korean Americans are related, in particular, to the philosophical structures of eastern religions. The family system is also said to be influential. Finally, ways that Korean Americans perceive American culture and ways of life are discussed. (GC)

ED 241 603

UD 022 556

Handelman, Don Basker, Eileen

The Organization of Education and Social Relations in Three Vocational Schools (Miftanim) for Elementary School Drop-Outs.

Hebrew Univ. of Jerusalem (Israel). School of Education; National Council of Jewish Women, New York, N.Y. Research Inst. for Innovation in Education.

Spons Agency—Ministry of Labor and Social Affairs, Jerusalem (Israel).

Pub Date—Sep 81

Note—362p.; Part of a larger study entitled "The 'Miftan' as a Rehabilitative and Educational Institution."

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*Disadvantaged Youth, *Dropout Prevention, *Dropout Programs, Elementary Secondary Education, Ethnography, Foreign Countries, Peer Relationship, *Residential Institutions, *Socialization, Student Teacher Relationship

Identifiers—*Israel, Miftanim (Vocational Schools)

The word "miftan" means "threshold" in Hebrew. The Miftan as an educational framework was conceived in Israel as a response to the needs of marginal male youth who are about to drop out or who have dropped out of the regular school system. Currently 42 Miftanim are operating in that country. This report presents ethnographic data on three Israeli Miftanim—Miftan-Metro, Miftan Center-City, and Miftan-Orangedale. Chapter 1 examines processes by which pupils were referred to the Metro and Center-City Miftanim during 1976-77, and points out that each of these institutions used different approaches to recruitment and thus recruited somewhat different pupils. Chapters 2 through 6 look at Miftan-Metro in detail: aspects of socialization of two boys, the development of a social order independent of the institution's formal ideology, patterns of social relationships among the boys, conflicting approaches taken by different levels of staff (teachers vs. instructors), and problems among staff which hampered the implementation of the philosophy of the Miftan system. Chapters 7 through 9 deal with Miftan-Orangedale, discussing classroom behavior, workshop behavior, and staff relationships. Chapter 10 discusses Miftan Center-City, favorably comparing this institution to the other two. Chapter 11 highlights points of comparisons among the three Miftanim studied and discusses their implications for the Miftan system as a whole. Finally, Chapter 12 briefly reviews the ethnographic findings of this report in relation to more quantitative evaluation findings carried out in another phase of the Miftan research. (GC)

ED 241 604

UD 022 819

Dawson, Patrice

The Effect of the Single-Parent Family on Academic Achievement. A Review of Related Literature.

Pub Date—81

Note—13p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Children, Delinquency Causes, Educational Status Comparison, Elementary Secondary Education, *Family Influence, *Fatherless Family, Intelligence Quotient, *One Parent Family, *Parent Role, Socioeconomic Status

This is a literature review on the effect of the single-parent family on the academic achievement of children from such households. It is argued that, historically, society has discriminated against children from single-parent families, especially those of divorced parents. Research is cited which shows that: (1) children from one-parent households have lower levels of socio-emotional development and academic achievement; (2) students from two-parent families have higher reading comprehension than do students from one-parent families; (3) the academic achievement of black children in one-parent families is lower than that of white children from similar families; (4) boys are more affected by divorce and manifest more "acting out" behavior than girls; (5) low income, which is characteristic of one-parent families, is a factor in the probability of daughters dropping out of high school; (6) the female head of household is often less skilled and educated than the average man who acquires custody of his children; and (7) the father's role (or lack of it) makes a difference in children's behavior, especially boys. The need for further research on one-parent families is stressed. (AOS)

ED 241 605

UD 022 828

Suzuki, Bob H.

Education for Cultural Pluralism: A Progressive, Realistic Goal or Opportunistic, Utopian Rhetoric?

Pub Date—22 Apr 83

Note—26p.; Plenary address presented at the annual conference of the National Association for Asian and Pacific American Education (5th, Chicago, IL, April 22, 1983).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Asian Americans, *Bilingual Education, *Cultural Pluralism, Educational Trends, Elementary Secondary Education, Futures (of Society), Higher Education, *Multicultural Education, *Pacific Americans

The concept of cultural pluralism and how it is being applied to education, particularly in terms of

its implications for Asian/Pacific Americans, is addressed in this paper. First, historical background to the emergence of cultural pluralism as a concept in education (and its institutionalization as multicultural education) is briefly reviewed. The concept is then re-examined, with a look at some of its inadequacies and a proposal that it be broadened to "socioeconomic cultural pluralism." A retrospective analysis of how the Asian/Pacific American Movement fits into this broader context follows, along with a discussion of what Asian/Pacific Americans have learned from involvement in this movement in the 1960s and 1970s. Some of the current problems and challenges facing Asian/Pacific Americans, particularly in the field of education, are then discussed. Finally, ideas on future trends and alternative approaches to societal problems and the implications of these trends and approaches for the education of Asian/Pacific Americans are considered. (CMG)

ED 241 606

UD 022 861

Siegel, Peter

State Education Agency Civil Rights Responsibilities.

Miami Univ., Coral Gables, Fla.

Pub Date—1 Nov 82

Note—14p.; Published by the Miami Desegregation Assistance Center for National Origin (Bilingual Education).

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Civil Rights, Elementary Secondary Education, Equal Education, *Federal Legislation, Legal Responsibility, School Districts, *State Departments of Education, *State Legislation, *State School District Relationship, *Student Rights

This memorandum addresses the responsibility of State Education Agencies (SEAs) for insuring that local educational agencies do not violate students' civil rights. The SEA's duty is said to arise from two sources. First, in most if not all States, State law mandates that State education officials supervise and regulate the conduct of local school districts. This responsibility includes civil rights issues. Second, without reference to State laws, Federal obligations compel SEA's to assume civil rights enforcement responsibilities. Furthermore, this responsibility is an affirmative one. The SEA cannot wait for complaints to be brought, but must monitor and require correction as necessary. (The responsibilities under the laws of each State in the Miami Lau Center's service area are discussed separately. These States are Alabama, Delaware, the District of Columbia, Florida, Georgia, Kentucky, Maryland, Mississippi, North Carolina, Pennsylvania, South Carolina, Tennessee, Virginia, and West Virginia.) (CMG)

ED 241 607

UD 022 862

Siegel, Peter Feinberg, Rosa Castro

Alien Children's Right to a Free Public School Education.

Miami Univ., Coral Gables, Fla.

Pub Date—12 Oct 82

Note—11p.; Published by the Miami Desegregation Assistance Center for National Origin (Bilingual Education).

Pub Type—Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Children's Rights, Court Litigation, Educational Discrimination, Elementary Secondary Education, Equal Protection, *Legal Responsibility, *Minority Groups, Non English Speaking, *Public Schools, School Districts, *Undocumented Immigrants

Identifiers—*National Origin, *Nonimmigrant Aliens

The meaning of the Supreme Court's decision affirming the rights of undocumented alien children to attend public schools free of charge and the impact of this and recent decisions on other issues relating to national origin minority students are discussed in this memorandum. Among the other issues are the status of non-immigrant children legally present in the country, a school district's rights and responsibilities in the matters of student visas, I-20's, and English language proficiency, and the meaning of the term "national origin discrimination." (CMG)

ED 241 608

UD 022 863

Feinberg, Rosa Castro

Lau Compliance Policy Development.

Miami Univ., Coral Gables, Fla.

Pub Date—25 Jun 82

Note—5p.; Published by the Miami Desegregation Assistance Center for National Origin (Bilingual Education). Appendices have been deleted because of reproducibility.

Pub Type—Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Compliance (Legal), Educational Discrimination, Elementary Secondary Education, Equal Education, *Federal Legislation, Legal Responsibility, *Limited English Speaking, *Minority Groups, *Public Policy, School Desegregation, *School Districts, Special Programs

Identifiers—*National Origin

This memorandum clarifies the latest policy changes at the Federal level relative to the provision of educational services (including language programs and desegregation) to national origin minority students. The information in the memo is based on a review of the legal obligations which school districts are currently subject to, according to the latest interpretations of the law by the courts and on internal directives issued by the Office for Civil Rights as of June 1982, on national origin minority compliance requirements. The memo, in a question and answer format, discusses present and likely future requirements for the development and revision of Lau compliance plans. (CMG)

ED 241 609

UD 022 933

Home Is for Helping.

Des Moines Public Schools, Iowa.

Pub Date—[80]

Note—25p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Early Childhood Education, Elementary Education, Guidelines, *Home Study, Learning Activities, Mathematics Skills, Parent Materials, *Parent Participation, *Parent Student Relationship, Reading Skills, *Student Improvement, Teaching Methods

Identifiers—PF Project

This booklet for parents offers ideas for utilizing everyday situations in the home to help children improve in school, primarily in reading and mathematics skills. General suggestions are given for helping children to do their best by talking to them, reading to them, listening to them, praising them, watching television with them, keeping them healthy, and making sure they get to school on time. Activities are offered to help children with: knowing the names of things, naming sounds, following verbal directions, knowing letters and numbers, putting things in order, sorting things, following written directions, reading newspapers and magazines, understanding time, understanding measurement, understanding money, and knowing mathematics facts. It is stated that children need a quiet time and place for study. A bibliography of children's books lists 12 books or types of books for young children, 5 books or book series for pre-teens, and 8 books for teenagers. Suggestions are also given for other types of reading materials, games, other activities, and materials around the house that can be used for learning. (DC)

ED 241 610

UD 023 296

Chase, Francis

Urban Education Studies, 1977-1980. Cross District Analysis Report. Cross District Analysis of Issues and Factors Associated with System-Wide Improvement in City Public Schools.

Council of the Great City Schools, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.; University Council for Educational Administration, Columbus, Ohio.

Pub Date—Sep 80

Note—93p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Board of Education Policy, Cultural Pluralism, Curriculum Development, *Demonstration Programs, *Educational Improvement, Educational Planning, Elementary Secondary Education, Federal Aid, Inservice Teacher Education, Management Development, Nontraditional Education, *Program Effectiveness, Program Evaluation, *School Community Relationship, *School Effectiveness, Staff Development, *Urban Schools

Identifiers—Career Centers, Urban Education Studies

This report presents the results of a survey of large school systems conducted between 1977-80. The purpose of the survey was to identify schools with promising programs and developments, especially those with the possibility of system-wide application. A total of 33 public school systems with 599 programs were studied. In the report, research procedures are briefly summarized, and some of the most successful programs are identified and described. Factors considered most crucial to program success are reported to have been: (1) strong commitment on the part of program staff and school principals; (2) local initiative and entrepreneurship in developing and sustaining the programs (largely funded through Federal sources); (3) continuous program evaluation leading to on-going staff development and adaption to student needs; and (4) significant departures from traditional schooling in order to adapt to individual needs in a pluralistic society. Characteristics of effective schools are summarized, with career centers and alternative schools given particular attention. Examples of school-community interaction are cited, and several of the more promising approaches to continuing education and increased professional competence such as teacher centers and management academies are described. New developments in the vital areas of systematic planning, management, and evaluation are reviewed, and elements necessary for system-wide renewal are summarized. (CJM)

ED 241 611

UD 023 300

Bach, Robert L. And Others

The Economic Adjustment of Southeast Asian Refugees in the U.S.

United States Committee for Refugees, Inc., New York, N.Y.

Report No.—ISSN-0197-5439

Pub Date—83

Note—7p.; In: Tripp, Rosemary E., Ed. World Refugee Survey 1983. New York, American Council for Nationalities Service, p51-55, 1983.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), Asian Americans, *Economic Progress, *Employment Experience, Family Income, *Indochinese, Job Performance, *Job Skills, Language Proficiency, *Refugees, Welfare Recipients

Relatively high levels of public assistance use, and low levels of labor force participation among recent arrivals, have focused attention on the ability of refugees to attain self-sufficiency reasonably soon after entering this country. A survey focusing on Southeast Asian refugees resettled in the United States since 1975 indicates that refugees increasingly participate in the labor force over time, but that employment is hindered by adverse conditions in the U.S. economy. Occupational backgrounds do not strongly affect the types of jobs secured, and refugees are distributed fairly evenly throughout the economy, with high technology jobs accounting for a surprisingly large share of jobs held by Indochinese. Former laborers, farmers, fishermen, homemakers, and students have the most difficulty finding jobs. Schooling and English language ability of the most recent arrivals is roughly comparable to that found in the early arrivals, although for cohorts arriving from 1978 to 1982, roughly 45 percent knew no English at all when they arrived. The major recipients of public cash assistance are households with many members, particularly dependent children; the use of public assistance by all refugees, however, diminishes over time as jobs are found. (CJM)

ED 241 612

UD 023 301

Finck, John

The Indochinese in America: Progress Towards Self Sufficiency.

United States Committee for Refugees, Inc., New York, N.Y.

Report No.—ISSN-0197-5439

Pub Date—83

Note—6p.; In: Tripp, Rosemary E., Ed. World Refugee Survey 1983. New York, American Council for Nationalities Service, p56-59, 1983.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acculturation, *Adjustment (to Environment), Asian Americans, Community Involvement, Crime, Cultural Traits, *Economic Progress, *Employment, *Indochinese, *Refugees, Unemployment

Identifiers—*Hmong People, *Rhode Island (Providence)

Despite suspicion in some quarters that refugee resettlement has been unduly expensive, evidence indicates that the Indochinese have made steady progress toward self-sufficiency. The majority of Hmong refugees in Providence, Rhode Island, for example, which has been "heavily impacted" by the large number of Indochinese who have become its newest residents, are self-supporting despite a high local unemployment rate. In Rhode Island as a whole, the unemployment rate of Indochinese is only 6.6 percent higher than that of other residents; several other States with high concentrations of refugees report similarly low dependency rates. Employers value the Indochinese' ability to meet production quotas and their disinterest in unions. Many refugees have started their own businesses and self-help groups. Crime continues to plague refugees no matter where they live, but efforts have been made in Portland, Oregon, and elsewhere to reduce language and other barriers between the Indochinese and vital emergency services. However, the Indochinese tend to remain isolated from the surrounding community whether it be a large or small one. (CJM)

ED 241 613

UD 023 309

Title I, ESEA, Compensatory Mathematics Program, Submitted to Joint Dissemination Review Panel (N.I.E. and U.S.O.E.).

Des Moines Public Schools, Iowa.

Pub Date—11 Apr 80

Note—13p.; Small print; will reproduce poorly. For related documents, see UD 023 310-313.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Gains, *Compensatory Education, Educationally Disadvantaged, Elementary Education, *Inservice Teacher Education, Parent Participation, Program Administration, Program Descriptions, *Program Effectiveness, Program Evaluation, *Remedial Mathematics

Identifiers—Des Moines Public Schools IA, *Program Replication

In fiscal years 1978 and 1979 the Des Moines Title I math program served approximately 1100 students in 23 elementary schools. The program which used supplementary small group instruction for students in grades 2-6 who were performing below expected levels, had five components: (1) a management system guide; (2) individual student educational plan forms; (3) two resource books, one containing teaching strategies, the other keying commercial learning materials to the program's learning objectives; (4) two parent communication guides, one for parent use and one for teacher use; and (5) inservice materials. In FY 1978 and FY 1979 all the program's objectives were met, and the average gains for both fiscal years were greater than the gains for all other districts in Iowa. The continued successful results of the program, and the fact that its five components (developed for use in a system with diverse organizational settings and a variety of basal texts) are readily exportable, suggests that the program could be widely generalizable to educationally disadvantaged students in other school districts. It has, in fact, already been replicated in a number of other districts. To support the above points, the report presents information on the program's instructional and administrative sides, student selection methods, parent involvement, inservice activities, and replication. Evidence of the program's effectiveness is also presented. (CMG)

ED 241 614

UD 023 310

Schoenenberger, William J. Tompkins, John F. Report of Evaluation, Title I Mathematics Program, 1979-80.

Des Moines Public Schools, IA. Dept. of Evaluation and Research.

Pub Date—28 Aug 80

Note—47p.; Published by the Department of Evaluation. For related documents, see UD 023 309-313. Figure 2 may not reproduce clearly.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement Gains, Attendance, *Compensatory Education, Educationally Disadvantaged, Elementary Education, Junior High Schools, Parent Participation, Program Attitudes, *Program Effectiveness, Program Evaluation, *Remedial Mathematics

Identifiers—Des Moines Public Schools IA

During the 1979-80 school year, the Des Moines

Title I math program served over 1300 students in grades 1-8. Overall, the program met its objectives. The average percentile rank of students in grades 2-8 improved from fall to spring. Also, except for grades 4 and 7, gains exceeded the established criteria. Junior high school students' attitude toward learning became more positive over the year and for the first time junior high Title I students equalled or bettered non-Title I attendance rates. Motivation for the increased attendance rate may have been provided by the successful completion of student contracts. The instructional staff was successful in making home visits and personal contacts with parents during the first semester but not during the second semester. And finally, a random sample of parents indicated favorable attitudes toward the Title I program, although a need was found for improved communication between staff and parents on the selection of students and the purpose of the parent advisory council. (CMG)

ED 241 615 UD 023 311

Schoenberger, William J. Tompkins, John F.
Report of Evaluation, Title I Mathematics Program, 1980-81.

Des Moines Public Schools, IA. Dept. of Evaluation and Research.

Pub Date—24 Aug 81

Note—47p; Some pages and tables are marginally reproducible; Published by the Department of Evaluation and Research; For related documents, see UD 023 309-313.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement Gains, Attendance, Attitude Change, *Compensatory Education, Demonstration Programs, Educationally Disadvantaged, Elementary Education, Junior High Schools, Parent Participation, *Program Effectiveness, Program Evaluation, *Remedial Mathematics

Identifiers—Des Moines Public Schools IA

The Title I math program in Des Moines served 1483 students in grades 1-8, during the school year 1980-81. During this same year, the elementary program was identified by the National Dissemination Review Board as an exemplary program, indicating that it is effective and able to be replicated in other districts. The program had an impact on students' academic achievement, as evidenced by the improvement in average percentile rank from fall to spring. All grades except the fourth surpassed the established criteria. Secondary students indicated a more positive attitude toward learning at the end of the school year, as measured on an attitude instrument. They also had a better attendance rate than non-Title I students and completed the minimum required number of individual contracts. The elementary staff was successful in making personal contacts with parents the first semester. Secondary teachers did not achieve the objective but they did improve the percentage of parent contacts as compared with the previous year. Finally, parents indicated a favorable attitude toward the Title I program. (Author/CMG)

ED 241 616 UD 023 312

Tompkins, John F.
Report of Evaluation, Title I Mathematics Program, 1981-82.

Des Moines Public Schools, IA. Dept. of Evaluation and Research.

Pub Date—5 Nov 82

Note—36p; Light print; Published by the Department of Evaluation and Research; For related documents, see UD 023 309-313.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Achievement Gains, Attendance, Attitude Change, *Compensatory Education, Educationally Disadvantaged, Elementary Education, Junior High Schools, Parent Participation, *Program Effectiveness, Program Evaluation, *Remedial Mathematics

Identifiers—Des Moines Public Schools IA

In the 1981-82 school year, the Des Moines Title I math program served 1261 students in grades 1-8. The students mastered over 80 percent of the program objectives and achieved an increase in percentile rank from fall to spring. According to the results of attitude measurements, junior high school students' attitudes toward learning became more positive over the school year. Personal contacts between Title I teachers and parents of the students they serve occurred with the frequency necessary to

achieve all objectives except one. Attendance records indicated that secondary Title I students attended 88.9 percent of the days possible while non-Title I students at the same buildings attended 91.0 percent. The process of setting goals for students to work toward in the secondary program was reported as being a "motivator as well as a positive self-concept enhancer for students and teachers." (CMG)

ED 241 617 UD 023 313

Tompkins, John F.
Report of Evaluation, Chapter I Mathematics Program, 1982-83.

Des Moines Public Schools, IA. Dept. of Evaluation and Research.

Pub Date—21 Sep 83

Note—38p; Light print; Published by the Department of Evaluation and Research; For related documents, see UD 023 309-312.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Achievement Gains, *Compensatory Education, Databases, Educationally Disadvantaged, Elementary Education, Junior High Schools, Parent Participation, *Program Effectiveness, Program Evaluation, *Remedial Mathematics

Identifiers—Des Moines Public Schools IA

The Des Moines Chapter I math program served 1110 students in grades 1-8 during school year 1982-83. The total population of Chapter I students attained the established criteria for achievement gains but the gains for grades 7 and 8, taken alone, were lower than the goals. The same was true for mastery of math objectives. All parent contact objectives for Chapter I math students were achieved. Creation of a Chapter I data base allowed for computerized entry of enrollment, attendance, parent contact, and test data. It appears that initial problems with data entry have been worked out and that procedures implemented will result, in future years, in generation of required data with less teacher time required for data submission. (CMG)

ED 241 618 UD 023 317

Rivera-Casale, Cecilia And Others

Can Employer or Worker Subsidies Raise Youth Employment? An Evaluation of Two Financial Incentive Programs for Disadvantaged Youth. Final Report.

Brandeis Univ., Waltham, Mass. Florence Heller Graduate School for Advanced Studies in Social Welfare.

Spons Agency—Office of Youth Programs (DOL), Washington, D.C.

Pub Date—Sep 82

Grant—99-8-1879-33-41

Note—122p; A publication of the Center for Employment and Income Studies (CEIS). For a related document, see UD 023 318.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Demonstration Programs, *Disadvantaged Youth, *Employees, *Employers, Grants, *Incentives, Job Search Methods, Program Effectiveness, Program Evaluation, *Youth Employment

Identifiers—Cambridge Job Factory Voucher Experiment MA, *Employment Subsidies, Employment Vouchers, Wilkes-Barre Job Research Voucher Experiment PA

In order to test the effects of financial subsidies on employment for disadvantaged youth, two experimental situations were set up: (1) a worker subsidy operating in Cambridge, Massachusetts, and (2) an employer subsidy operating in Wilkes-Barre, Pennsylvania. The first project, the Cambridge Job Factory Voucher Experiment, tested a voucher payment directly to youth combined with a job search assistance program. In order to separate the effects of these two treatments, two experimental groups (full-treatment and voucher only) and a control group were used. The second project, the Wilkes-Barre Job Search Voucher Experiment, tested the impact of making wage vouchers or tax subsidies available to employers hiring disadvantaged youth. To distinguish the new experimental vouchers from the Target Job Tax Credit (TJTC) already available to firms hiring 18-24 year olds, the new voucher was given only to firms hiring 16-17 year olds. The experimental design was set up in such a way that the new voucher could be compared with TJTC. The findings from the study suggest that employee wage subsidies do raise the employment

prospects of disadvantaged youth. Wage subsidies paid directly to youth are more effective than wage subsidies combined with other services such as job search assistance. The study finds no evidence to support the policy of employer-based wage subsidies for hiring disadvantaged youth, either in the form of vouchers or TJTC. (Author/CMG)

ED 241 619 UD 023 318

Hahn, Andrew Lerman, Robert

The CETA Youth Employment Record. Representative Findings on the Effectiveness of Federal Strategies for Assisting Disadvantaged Youth.

Brandeis Univ., Waltham, Mass. Florence Heller Graduate School for Advanced Studies in Social Welfare.

Spons Agency—Office of Youth Programs (DOL), Washington, D.C.; Rockefeller Foundation, New York, N.Y.

Pub Date—Sep 83

Grant—99-8-1879-33-41

Note—522p; A publication of the Center for Employment and Income Studies. For a related document, see UD 023 317.

Pub Type—Reports - General (140)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—Career Counseling, Cooperative Programs, *Demonstration Programs, *Disadvantaged Youth, Education Work Relationship, Employer Attitudes, *Employment Programs, *Federal Programs, Individual Characteristics, Job Development, Job Placement, Job Search Methods, Job Training, Out of School Youth, *Program Effectiveness, Public Policy, School Business Relationship, Secondary Education, Skill Development, Summer Programs, Unemployment, Work Attitudes, Work Experience Programs, *Youth Employment

Identifiers—Comprehensive Employment and Training Act, *Youth Employment and Demonstration Projects Act

This report presents representative findings from the Youth Employment and Demonstration Project Act's (YEDPA) experiments and evaluations since 1977, focusing largely on the programs' impacts on participants. The report begins with a review of YEDPA-sponsored research on the nature, causes, and consequences of youth unemployment. Chapter 2 deals directly with CETA's formula-funded titles and asks whether the CETA system overall has worked for disadvantaged youngsters. Chapter 3 examines Federal efforts to help youth through intensive skill-training, and Chapters 4 and 5 cover work experience for out-of-school youth and in-school youth, respectively. Chapter 6 deals with efforts to help youth in the summer; Chapter 7 reviews efforts to assist disadvantaged youth through counseling with intensive placement, self-directed job search assistance, and school-to-work transition programs; and Chapter 8 synthesizes the evidence on work attitudes and knowledge areas. Chapter 9 considers the demand-side of the labor market by reviewing job creation strategies for youth. Finally, Chapter 10 reviews efforts to help poor youth through new institutional arrangements with the private sector, schools, and community groups. (Author/CMG)

ED 241 620 UD 023 351

Allen, Walter R. And Others

Winter 1981 Study of Black Undergraduate Students Attending Predominantly White, State-Supported Universities. Preliminary Report.

Michigan Univ., Ann Arbor. Center for Afroamerican and African Studies.

Spons Agency—Ford Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.; Spencer Foundation, Chicago, Ill.

Pub Date—82

Note—13p; Part of the National Study of Black College Students.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Black Students, College Faculty, College Students, Higher Education, Peer Relationship, Racial Discrimination, *Racial Relations, Self Concept, *State Universities, *Student Adjustment, *Student Attitudes, Student Characteristics, *Student College Relationship, Student Experience, Student Teacher Relationship, Whites

Black undergraduate students' educational characteristics, experiences, and outcomes at six predominantly white, State-supported universities were examined in this study. Data were collected from 695 undergraduates by means of question-

naires. Findings show that black students in the study came from high schools where blacks were in the majority, and entered college with established histories of academic achievement. The majority were doing relatively well academically, although their grades were lower than in high school. Frequent exposure to racial discrimination was reported. Many students characterized general relationships between black students and white faculty and staff as negative. However, personal relationships with white faculty, staff, and students were rated good to excellent. Black students also reported that white faculty had difficulty relating to them and tended to avoid interaction with them outside of class. Most students believed white faculty to be concerned about their success but felt that they sometimes evaluated black academic performance unfairly. Socially, black students were at a severe disadvantage. Even though black organizations sponsored activities, over half the students reported infrequent participation in such activities. Most students were reasonably satisfied with the amount of financial aid they received. Finally, despite obvious problems, black students clearly possessed high perceptions of self. (CMG)

ED 241 621 UD 023 371

Cardenas, Jose A.

The Role of Native Language Instruction in Bilingual Education.

Intercultural Development Research Association, San Antonio, Tex.

Pub Date—Jan 84

Note—7p.

Journal Cit—Intercultural Development Research Association Newsletter, January 1984

Pub Type—Opinion Papers (120) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Bilingual Education, Elementary Secondary Education, *Intellectual Development, *Language Acquisition, Limited English Speaking, *Native Language Instruction, *Self Esteem

In the context of increasing criticism of bilingual education and the use of native language instruction, it must be remembered that they are based on a sound rationale. First, they address the need for continued learning as the child moves from one language to the other. Second, they address the need to diminish the alienation which children feel when pushed into an unfamiliar language situation and to develop a positive self-concept. And third, they recognize the importance of new discoveries about the critical role of language acquisition and utilization in the intellectual development of the child. Despite overwhelming pedagogical evidence in favor of bilingual education and native language instruction, however, criticism continues unabated. The criticism can be put into three categories: (1) emotional-negative reactions to the use of a language other than English in American schools; (2) misinformation; and (3) attitudinal-based on past discriminatory attitudes about the place of racial and ethnic minorities and the belief held by some that equal educational opportunity is not desirable. None of the proposed alternatives, however, based as they are on the traumatic and disastrous programs of the pre-bilingual era are acceptable. Bilingual education with language instruction in the native language still appears to be the best option for children with limited English proficiency. (CMG)

ED 241 622 UD 023 372

Reynolds, Wm. Bradford

[Parental Rights versus Government Responsibility for Infant Medical Care.] Remarks before the American Jewish Congress, New York Metropolitan Council (January 29, 1984, New York, New York).

Department of Justice, Washington, D.C. Civil Rights Div.

Pub Date—29 Jan 84

Note—13p; Remarks of the Assistant Attorney General, Civil Rights Division, U.S. Department of Justice.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Children's Rights, *Civil Rights Legislation, *Disabilities, Equal Protection, Government Role, Hospitals, *Medical Services, *Neonates, Parent Child Relationship, *Parent Rights, State Legislation

Identifiers—*Parental Consent for Minors

A recent ruling in the Baby Jane Doe case held

that as parents are ultimately responsible for a child, and as in this case, the parents were not recipients of Federal assistance, neither they nor the hospital following their instructions to withhold treatment from their handicapped newborn are subject to Federal provisions about discrimination on the basis of handicap (Section 504 of the 1973 Rehabilitation Act). This argument is seriously flawed. Although our laws recognize that children's rights are generally best safeguarded by parents, these rights are independently protected by Federal constitutional and statutory guarantees. State child neglect and abuse laws also recognize that parents' and children's rights are not always coterminous and provide for governmental and judicial intervention in certain circumstances. The law extends these protections on an equal basis to "individuals" without reference to age, infirmity, or incapacity. Thus, a hospital cannot use the excuse of parental non-consent, but has a legal responsibility to initiate appropriate action to override parental authority in certain circumstances. Furthermore, a hospital and its staff can effectively discriminate against a handicapped child through the advice and information given to the parents concerning the child's condition and prognosis. Given this reality, Federal access to hospital records is the absolute minimum protection due to the handicapped infant under Section 504. (CMG)

ED 241 623 UD 023 373

Santos, Richard

Hispanic Youth in the Labor Market. Special Report.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Jul 83

Note—204p; Research assistance by Linda Tyner.

Pub Type—Numerical/Quantitative Data (110) — Reports - General (140)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Educational Attainment, *Employment Level, *Employment Opportunities, Federal Programs, *Hispanic Americans, *Labor Force Development, Military Service, Racial Differences, Sex Differences, *Socioeconomic Status, Work Attitudes, *Youth Employment

Identifiers—National Longitudinal Survey Youth Labor Market Ex

This is a report on a study of how Hispanic youth fare in the labor market, based on data from the 1979 and 1980 National Longitudinal Surveys of Youth Labor Market Experiences. Chapter 1 reviews some of the major factors (low educational attainment, language problems, influx of foreign workers, cultural problems, and discrimination) that have been suggested as reasons for the economically disadvantaged status of Hispanics. Chapter 2 provides a socioeconomic and demographic profile of Hispanic youth, and Chapter 3 presents labor force participation rates, unemployment rates, and employment/population ratios relative to other groups and among Hispanics themselves. Chapter 4 examines the various dimensions of unemployment among Hispanics, including financial hardship, job search methods, types of jobs sought, and length of time required to find work. Chapter 5 provides a profile of employed Hispanics, while Chapter 6 summarizes government sponsored employment and training for youth. Chapter 7 focuses on attitudes toward work and military service, as well as delinquent behavior by Hispanic youth. The last chapter explores the need for specific employment policies directed toward Hispanic youth. Options outlined include the human capital approach, the market approach, the special youth characteristics approach, and the affirmative action approach. The report concludes that early intervention into the employment problems of young Hispanic workers will produce important social benefits. (CJM)

ED 241 624 UD 023 376

The NAACP Preliminary Report on Public School Education: An Update of the 1977 NAACP Report on Quality Education for Black Americans: An Imperative.

National Association for the Advancement of Colored People, New York, N.Y.

Pub Date—Jul 83

Note—14p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Black Education, Curriculum Development, Educational Discrimination, *Educa-

tional Quality, Elementary Secondary Education, *Equal Education, *Federal Government, Financial Support, *Government Role, Standardized Tests, Test Validity

Identifiers—*Reagan Administration

It is now widely recognized, after the publication of four reports on the subject, that public education in the United States is in a state of crisis. This policy paper contends, however, that much of the debate on these reports has been based on distortions of their contents and challenges the current Administration's position which holds that public education has been harmed by increasing Federal aid and court decisions in the area of equal opportunity. It is emphasized that the goals of equal education and educational excellence are inseparable. Excellence entails developing the talents of all to the fullest, and this is said to be impossible in the face of discrimination. Excellence is also impossible without adequate funding, and in this regard a larger Federal role (rather than a reduced one) is called for. Other areas in which Federal involvement is held to be essential include testing (to ensure validity) and curriculum (to ensure that all public school students, particularly blacks, have the opportunity to develop competencies leading to success in school, the job market, and the community). (CMG)

ED 241 625 UD 023 377

Rice, Michael

Hispanic-Americans and the Business Corporation—Their Mutual Interests.

Aspen Inst. for Humanistic Studies, New York, N.Y.

Pub Date—83

Note—11p; For a related document, see UD 023 378; Report of an Aspen Institute Conference (Queenstown, MD, May 11-14, 1983).

Pub Type—Reports - General (140) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, *Business, *Business Responsibility, Change Strategies, *Conferences, Elementary Secondary Education, *Equal Education, *Equal Opportunities (Jobs), Ethnic Discrimination, *Hispanic Americans, *Labor Force Development

The mutual interests identified by participants in this conference on the business community and Hispanic Americans, and suggestions for actions by corporations and individuals to further those interests all fit under three key terms: awareness, access, and inclusion. Participants agreed that awareness of Hispanics' dynamic population growth in the United States and what this means for the economy, the work force, the consumer market, and supporting institutions of society—lags behind the reality. Hispanics themselves and aware members of the business community must work to spread the message. It was also felt that access to jobs, education, training, credit, capital, and leadership opportunities for Hispanics must be dramatically improved. Business, rather than sitting passively and waiting for schools to deliver suitable employees must step up efforts to recruit, train, and promote Hispanic workers and professionals. Finally, participants concurred that along with access must come inclusion, meaning that the business community must work to avoid any pattern of discrimination and be committed to seeking out Hispanic job candidates, suppliers, and subcontractors who can meet the needs of business. (CMG)

ED 241 626 UD 023 378

Valdivieso, Rafael

Hispanic-Americans and Education: Business-School-Community Partnerships to Prepare Hispanic Youth for a More Demanding Economy.

Aspen Inst. for Humanistic Studies, New York, N.Y.

Pub Date—83

Note—12p; For a related document, see UD 023 377; Report of a conference held by Aspen Institute at Baca Grande (Crestone, CO, July 5-9, 1983).

Pub Type—Reports - General (140) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, *Change Strategies, Economic Change, *Educational Improvement, Educational Status Comparison, Education Work Relationship, Elementary Secondary Education, *Hispanic Americans, *School Business Relationship, *School Community Relationship

The major conclusion of a conference on Hispanic-Americans and education was that partner-

ships among businesses, school, and the Hispanic community can make a big difference in improving the educational preparation of young Hispanics for success in a fast-changing economy. It was also recognized that the future for Hispanics in the United States is an increasingly vital part of the national interest, and that educational institutions cannot meet the challenge alone, but need collaborative support from the business and Hispanic communities. After an introductory section, the report gives short summaries of the issues discussed: the problems of a changing economy, pervasive problems in education, leaks in the educational pipeline, school-to-work transition, and the corporate stake in the Hispanic future. A discussion on the place of Hispanic culture and the Spanish language in American society, with emphasis on concerns and fears about bilingual education, is also summarized. Three composite approaches to addressing identified needs that emerged from the discussions are described: the local school and community approach, the systemic approach, and the human resource development approach. And finally, recommendations for action by corporations and the business community and by the Hispanic leadership and community are offered. A list of conference participants is provided. (CMG)

ED 241 627 UD 023 379
Puerto Rican Population and Households, New York City and Boroughs, 1980. Population and Housing Characteristics from 1980 Census Summary Tape File 2 B.
 New York City Dept. of City Planning, N.Y.
 Pub Date—Dec 82

Note—157p.; Published by the Population Division and Information Systems Division; For a related document, see UD 023 380.

Pub Type—Numerical/Quantitative Data (110) — Reports — General (140)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Census Figures, *Demography, *Family (Sociological Unit), *Housing, *Puerto Ricans, *Residential Patterns

Identifiers—*New York (New York)

The tabular data in this report on New York City's Puerto Rican population and households comes from the 1980 Census. It is noted that all data in the report must be considered preliminary pending the final outcome of litigation over a possible population undercount. Population information is provided by age, sex, and marital status. Household information is provided in terms of household type; household composition by age, sex, marital status, and relationship; and homeownership and rental status. (CMG)

ED 241 628 UD 023 380
 Mann, Evelyn And Others

The Puerto Rican New Yorkers: A Recent History of Their Distribution and Population and Household Characteristics.

New York City Dept. of City Planning, N.Y.
 Pub Date—Dec 82

Note—148p.; Report written for the annual Puerto Rican Conference (First, New York, NY, December 10, 1982), convened by the Association of Puerto Rican Executive Directors; For a related document, see UD 023 379; Many sections will not reproduce well in paper copy.

Pub Type—Numerical/Quantitative Data (110) — Reports — General (140)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Census Figures, Comparative Analysis, *Demography, Family (Sociological Unit), *Hispanic Americans, *Housing, Longitudinal Studies, *Population Distribution, *Population Trends, *Puerto Ricans, Residential Patterns

Identifiers—*New York (New York)

This report on the Puerto Rican population of New York City is organized into three sections. The first begins by discussing the Puerto Rican population in the context of the growth and distribution of the total population of Spanish/Hispanic origin or descent. Changes in this relationship between 1970 and 1980 are presented. The redistribution of the Puerto Rican population in the United States during the last decade is shown in table form and discussed briefly. Finally, the spatial redistribution of the Puerto Rican population within New York City by borough and community since 1950 is examined. Section II presents full count 1980 Census data for the city and for the Puerto Rican population. Nineteen pairs of tables of demographic and housing characteristics are included, contrasting and comparing the Puerto Rican population and housing

characteristics with those of the city as a whole. Section III, presenting 1970 and 1980 full count subject matter for the citywide Puerto Rican population and housing units, contains 10 tables and analyses. The tables were designed to maximize the only information from the 1970 Census which is comparable to that of 1980. It is noted that all Census data in this report must be considered preliminary pending the outcome of litigation over a possible population undercount. (Author/CMG)

ED 241 629 UD 023 381
Multi-Arts Service Program, E.C.I.A. Chapter 2. Final Evaluation Report, 1982-83.
 District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.
 Pub Date—Dec 83

Note—58p.
 Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Art Education, Assembly Programs, *Compensatory Education, *Dance, Demonstrations (Educational), Elementary Secondary Education, Lecture Method, *Music Education, *Program Effectiveness, Program Evaluation, *Theater Arts, *Visual Arts, Workshops

Identifiers—District of Columbia Public Schools, *Duke Ellington School of the Arts DC

The District of Columbia's Multi-Arts Service Program, whose first year of implementation (1982-83) is evaluated here, is a multi-disciplinary program in music, dance, theater, and visual arts designed for public school students in grades K-9. The program's primary objectives are to increase student awareness of and interest in the arts, student recognition of the arts as a vital force in their lives, and student interest in pursuing the study of the arts. The assemblies, lecture-demonstrations, and workshops of which the program is composed are developed and presented by teachers and students from Duke Ellington School of the Arts. The program's three primary objectives were achieved during this first year, primarily as a result of participation in the lecture-demonstrations. Inadequate bus service complicated implementation of the latter. The workshops were not held due to late implementation of the program and scheduling difficulties. (CMG)

ED 241 630 UD 023 382
District Facilitator Project, E.C.I.A. Chapter 2. Final Evaluation Report, 1982-83.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.
 Pub Date—Dec 83

Note—56p.; Appendices contain several pages of marginally legible type.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Demonstration Programs, Educational Improvement, Elementary Secondary Education, *Program Effectiveness, Program Evaluation, *Program Implementation, *Student Improvement, *Technical Assistance, *Validated Programs

Identifiers—*District Facilitator Project DC, *District of Columbia Public Schools, National Diffusion Network

The District Facilitator Project (DFP) works through the National Diffusion Network (NDN) to assist local schools in improving their programs by linking them with exemplary projects from around the country. Evaluation of the project in operation in the District of Columbia public schools in 1982-83 showed that all the project's objectives were met. The DFP coordinator facilitated the training of local school personnel and provided technical assistance to schools installing NDN programs, many of which were in the areas of reading, mathematics, and educational technology. The majority of those trained implemented the NDN programs in a fashion consistent with expectations. Significant student gains were observed in two programs for which impact data were available. (CMG)

ED 241 631 UD 023 383
Basic Skills Center, E.C.I.A. Chapter 2. Final Evaluation Report, 1982-83.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.
 Pub Date—Dec 83

Note—58p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Achievement Gains, *Basic Skills,

Compensatory Education, Grade 7, Grade 8, Individualized Instruction, Junior High Schools, *Learning Centers (Classroom), *Program Effectiveness, Program Evaluation, *Remedial Mathematics, *Remedial Reading

Identifiers—Basic Skills Centers DC, *District of Columbia Public Schools

Basic Skills Centers in the District of Columbia's public schools are intended to provide supplementary, individualized reading and math instruction for 7th and 8th graders who are two or more years below grade level in those areas. This Chapter 2 program superseded an earlier Title II program and was implemented in 1983. According to this report, by June of 1983, Basic Skills Centers were established and operating in 100 percent of the target schools and served 1,445 students in reading and 999 in math. Although skills improvement objectives were not met, the data showed some improvement in those areas. The percentages of students who attained mastery varied widely from school to school, ranging from zero to 100 percent in reading and from 30 to 100 percent in math. These data suggest that achievement of the program's objectives is possible if the reasons for greater achievement in some schools can be identified and reproduced in lower-achievement schools. (CMG)

ED 241 632 UD 023 384
Prophet, Matthew W.

Changing Times Mean Rebuilding toward Excellence.

Pub Date—30 Oct 83

Note—29p.; Keynote address before the Annual Legislative Meeting, National School Boards Association Council for Urban Boards of Education (16th, Washington, D.C., October 30, 1983).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Change, *Educational Improvement, *Educational Quality, Elementary Secondary Education, Federal Government, Financial Support, Government Role, *Public Education

At a time of far-reaching change in our society, numerous national reports have criticized the American public education system as inadequate to meet the challenge and have called for reforms aimed at achieving excellence. Contrary to the general view, however, there is evidence that public education is already in the midst of a "rising tide of excellence." Many weaknesses still exist, but excellence has once again become part of the agenda in hundreds of school districts around the nation. This is clear when we look, for example, at higher standards being imposed on students around the country, widespread efforts to increase daily attendance, and tougher teacher certification laws. Although it will be difficult, due to the increasing politicization of public education, the Federal government's attempt to decrease its role in education, and the lack of adequate funding, it is up to responsible school leaders to keep the momentum going. Criticism and advice must be dealt with constructively, and concentration should be placed on meeting local goals that school boards, staff, and the community have jointly determined as essential to the improvement of local schools. (CMG)

ED 241 633 UD 023 385
 Cook, Michael S.

Jobs and Schooling: Youth Employment, Personality and Delinquency in a Sample of Dropouts from Urban Schools. Report No. 348.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency—National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.; National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 83

Note—31p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Continuation Students, *Delinquency, *Dropouts, *Employment Level, Interpersonal Competence, Low Income Groups, Mental Health, Personal Autonomy, *Personality Change, Personality Traits, Predictor Variables, Psychological Characteristics, *Reentry Students, Secondary Education, *Urban Youth

As part of the School Action Effectiveness Study, 406 Milwaukee inner-city, unemployed dropout youths were surveyed seven months after intake into an employment counseling and placement cen-

ter. Personality characteristics were assessed at intake. At follow-up, personality characteristics, employment and schooling status, and self-reported police contacts were measured. Hierarchical multiple regression analyses controlling for previously measured personality suggest that employment has no effect on "psychological health" or "interpersonal competency." One of the five measures of employment status (fulltime work in the last six months) explained a significant 2 percent of the variance in "rebellious autonomy" at follow-up. Return to school had significant negative effects on psychological health and interpersonal competency for this dropout sample. Self-reported arrests were associated with age, gender, and interpersonal competency; there was no relationship between employment and delinquency in these data. These results have implications in terms of options available to dropout youth. (Author)

ED 241 634 UD 023 387
Curriculum Experts Workshop on the Training of Curriculum Specialists (Bangkok, Thailand, October 19-25, 1982).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand).

Pub Date—83

Note—55p.

Pub Type—Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Curriculum Design, *Curriculum Development, *Curriculum Research, *Developing Nations, *Disadvantaged, Dropout Prevention, Educational Policy, *Elementary Education, Foreign Countries, Higher Education, Multicultural Education, *Teacher Improvement, Workshops

This document describes the objectives and focus of a workshop convened by UNESCO in 1982 to design and develop frameworks for training national curriculum specialists, and presents three "workshop products," i.e., reports on policy resulting from the workshop. Part one outlines purpose of the workshop and lists the participants from eight countries: Afghanistan, Bangladesh, China, India, Pakistan, the Philippines, Viet Nam, and Thailand. The major objective addressed by participants was to enhance curriculum developers' ability to support improved learning by children from disadvantaged environments. A UNESCO official's welcoming address, which focused on education for the disadvantaged in developing countries, is also included in this section. Part two contains the three policy papers. These are entitled (1) "Identification of Problems Hindering Achievement by Disadvantaged Learners and Actions to Improve Learning"; (2) "Exemplar Training Framework in Respect of Intervention in the Specification of Intended Learning Outcomes"; and (3) "Exemplar Training Framework in Respect of Intervention in the Specification for the International System and Guidelines for Teacher Education." (GC)

ED 241 635 UD 023 388
A Report to the Federal District Court on the Status of Desegregation.
Columbus Public Schools, Ohio.

Pub Date—1 Jul 83

Note—328p.; Prepared by the Department of Internal Monitoring for the Superintendent of Schools. A number of pages may be marginally legible due to type.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Attendance, *Compliance (Legal), *Desegregation Effects, Discipline, Educational Finance, Elementary Secondary Education, Enrollment, Extracurricular Activities, Parent Participation, Performance, School Community Relationship, *School Desegregation, School Districts, School Safety, Staff Development, Student Mobility, Student Transportation

Identifiers—*Columbus Public Schools OH

This document constitutes a report on the status of racial desegregation in the Columbus, Ohio, City School District during the period from August 30, 1982, through June 10, 1983. Information and statistical data are presented on matters that have been of interest to the Federal District Court, the Board of Education, and the community at large. Areas covered include student enrollment, student mobility, attendance, discipline, participation in co-curricular activities, transportation, and academic performance. Information is also provided on school safety and security, parent and community

involvement, staff development and human relations activities, monitoring and problem resolution, and the status of outside funding and general District finance. Where available, current data are compared to similar data from the past four school years. (GC)

ED 241 636 UD 023 389
Making It on Their Own: From Refugee Sponsorship to Self-Sufficiency.

Church World Service, New York, NY.

Pub Date—Dec 83

Note—141p.; Conducted in collaboration with Cal-culogic Corporation.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Adjustment (to Environment), *Church Role, Community Involvement, Cultural Differences, Economic Opportunities, *Economic Status, *Employment, Language Proficiency, *Refugees, *Relocation, Social Mobility, Surveys, Welfare Recipients

Identifiers—*Sponsors

In 1983, a survey was conducted by the Church World Service (CWS) Immigration and Refugee Program to determine how well refugees recently resettled through this organization were adjusting to this country and the extent of their sponsors' contribution to the resettlement effort. A total of 1,666 sponsors and 523 refugees returned the questionnaire. Results indicated that (1) over a reasonable period of time, most refugees were finding jobs; (2) refugees' use of public assistance is significantly lower than is commonly believed; (3) over time, most refugees are achieving self-sufficiency; and (4) CWS sponsors and congregations have contributed an estimated \$133 million in cash, goods and services, and time over the past three-and-a-half years. In addition to discussing these findings and presenting recommendations for improving resettlement procedures, this report contains extensive statistical information on refugee employment, economic indicators, English proficiency, use of public assistance, secondary migration, and contributions by sponsors and congregations. Appendices present demographic characteristics of the refugees, survey methodology, and comments by refugees and sponsors. (CJM)

ED 241 637 UD 023 400
Nguyen, Hong-Luan
Supplement to the Curriculum Guide for Social Studies: Vietnamese-Speaking Students. Kindergarten-Primary Two. Working Draft.

Chicago Board of Education, Ill.

Pub Date—80

Note—72p.

Language—English; Vietnamese

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Asian Americans, Bilingual Instructional Materials, Cultural Awareness, Curriculum Guides, Primary Education, *Social Studies, *Teaching Methods, Vietnamese, *Vietnamese People

This supplementary guide for use with K-2 Vietnamese-speaking students in Chicago public schools is keyed by page number to the standard social studies curriculum guides for these grades. The purpose of the activities in the guide, which are in Vietnamese, is to increase students' awareness and knowledge of the social environment in the United States through their active participation in the presentation of information concerning their own culture. Major concepts dealt with are the neighborhood and the community. Where appropriate, background information on the Vietnamese life style and culture that might prove useful to the teacher is given in English. (CMG)

ED 241 638 UD 023 401
Chung, Jasun C.
Supplement to the Curriculum Guide for Social Studies: Korean-Speaking Students. Kindergarten-Primary Three. Working Draft.

Chicago Board of Education, Ill.

Pub Date—80

Note—77p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Cultural Awareness, Curriculum Guides, *Korean Americans, *Korean Culture, *Limited English Speaking, Primary Education, *Social Studies, *Teaching Methods

This supplementary guide for use with Ko-

rean-speaking students in Grades K-3 in Chicago's public schools is keyed directly to the standard social studies curriculum guides for those grades. The content is largely focused upon Korean culture and history in order to enable the Korean students to increase their knowledge and understanding of their native country while simultaneously learning about the United States, particularly the city of Chicago. A strong emphasis is placed on awareness of the equal dignity and value of students of all ethnic, social, and economic backgrounds and on preparation for becoming fully participating citizens. (CMG)

ED 241 639 UD 023 402
Chhun, Cheap C. Seth, Kompha
Supplement to the Curriculum Guide for Social Studies: Cambodian-Speaking Students. Kindergarten-Grade Three. Working Draft.

Chicago Board of Education, Ill.

Pub Date—81

Note—131p.

Language—English; Cambodian

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Asian Americans, *Bilingual Instructional Materials, *Cambodians, Cultural Awareness, Primary Education, *Social Studies, *Teaching Methods

This supplementary guide, for use with Cambodian-speaking students in Grades K-3 in Chicago public schools, is keyed directly to the standard social studies curriculum guides for those grades. The content focuses largely on Cambodian culture and history in order to enable the student to increase his/her knowledge and understanding of the native country while simultaneously learning about the United States, particularly the city of Chicago. A strong emphasis is placed on awareness of the equal dignity and value of students of all ethnic, social, and economic backgrounds and on preparation for becoming fully-participating citizens. (CMG)

ED 241 640 UD 023 403
Supplement for Curriculum Guide for Science: Lao-Speaking Students. Kindergarten-Grade 8. Working Draft.

Chicago Board of Education, Ill.

Pub Date—80

Note—105p.; Portions of document may not reproduce clearly due to light print.

Language—English; Lao

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Asian Americans, Bilingual Instructional Materials, Cultural Differences, Elementary Education, *Elementary School Science, Junior High Schools, Lao, *Laotians, Learning Activities, *Science Curriculum, Vocabulary

This supplement to the Chicago public schools' science curriculum, for use with Lao-speaking students in grades K-8, is designed to help students make the transition to learning science in English. English-Lao vocabulary lists, independent learning activities and teaching aids (in both languages), and study questions (in Lao) are included to permit the child to use his/her knowledge of the Lao language in the study of science and to relate the study of science in Laos to the understanding of universal scientific concepts. Concepts studied at this level are living things, the universe, and the behavior of matter and energy. Information for the teacher is also provided as background for understanding differences in the study of science that result from geographic location and culture. (CMG)

ED 241 641 UD 023 404
Shiu, Stephen
Supplement for Chinese-Speaking Students for Curriculum Guide in Reading. Level F. Working Draft.

Chicago Board of Education, Ill.

Pub Date—79

Note—283p.

Language—English; Chinese

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Behavioral Objectives, Bilingual Instructional Materials, Chinese, *Chinese Americans, Cultural Awareness, Curriculum Guides, Learning Activities, Primary Education, *Reading Instruction, *Teaching Methods

This supplement to Chicago's standard curriculum guide in reading is for use with primary level Chinese-speaking students. It is designed to help

students to develop the skills needed to function in a regular English program of instruction. Teaching/learning strategies are presented in Chinese. Objectives, teacher directions, and other pertinent information are in English. There are numerous references within the activities to culturally relevant stories, proverbs, and other materials that help to perpetuate students' cultural heritage. Sample units are followed by a section on the fundamental skills of Chinese word learning, in which objectives and skills are listed, teaching/learning strategies are suggested, and answers and/or criteria are given. Next comes a section on objectives common to Chinese and English for comprehension, study skills, and literature. Finally, there is a section on key objectives in Chinese, also for comprehension, study skills, and literature. (CMG)

ED 241 642 **UD 023 405**
Key Objectives for Reading, Polish and English.

Primary Levels A-H.
 Chicago Board of Education, Ill.
 Pub Date—79
 Note—41p.; For related documents, see UD 023 406-409.

Language—English; Polish
 Pub Type—Guides - Classroom - Teacher (052) —
 Multilingual/Bilingual Materials (171)
EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—Curriculum Guides, *English, *Polish, Primary Education, Reading Comprehension, *Reading Instruction

The key objectives for Polish and English reading in Chicago's public schools are presented in this document. Objectives, in Polish and English, are listed separately for eight different primary reading levels (through grade 3) and cover the areas of word attack, comprehension, study skills, and literature. (CMG)

ED 241 643 **UD 023 406**

Krol, Virginia Surdacki Rychlinski, Anna M.
Supplement for Curriculum Guide in Reading:
Polish-Speaking Students. Level K. Working
Draft.

Chicago Board of Education, Ill.
 Pub Date—80
 Note—155p.; For related documents, see UD 023 405-409.

Language—English; Polish
 Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Behavioral Objectives, Bilingual Instructional Materials, Cultural Awareness, Curriculum Guides, Intermediate Grades, *Learning Activities, Polish, *Polish Americans, *Reading Instruction, *Teaching Methods

This guide is a supplement to the Chicago public schools' regular reading curriculum guide and is for use with Polish-speaking students at approximately 5th grade level. Teaching strategies refer the teacher to Polish texts and to literary and historical selections which reflect the students' Polish heritage. Reading guide references to American customs, traditions, and folklore are translated into Polish. The supplement is divided into four sections dealing with word attack, comprehension, study skills, and literature. For each, skills, subskills, and objectives are listed, teaching/learning strategies (using both Polish and English) are suggested, and answers and/or criteria are given. (CMG)

ED 241 644 **UD 023 407**

Krol, Virginia Surdacki Rychlinski, Anna M.
Supplement for Curriculum Guide in Reading:
Polish-Speaking Students. Level J. Working
Draft.

Chicago Board of Education, Ill.
 Pub Date—80
 Note—188p.; For related documents, see UD 023 405-409. Some sections have light print.

Language—English; Polish
 Pub Type—Guides - Classroom - Teacher (052) —
 Multilingual/Bilingual Materials (171)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Bilingual Instructional Materials, Cultural Awareness, Curriculum Guides, Intermediate Grades, *Learning Activities, Polish, *Polish Americans, *Reading Instruction, *Teaching Methods

This supplement to the Chicago public schools' regular reading curriculum guide is for use with Polish-speaking fourth graders. Teaching strategies refer the teacher to Polish texts and to literary and historical selections which reflect the students' Pol-

ish heritage, and reading guide references to American customs, traditions, and folklore are translated into Polish. The supplement is divided into four sections dealing with word attack comprehension, study skills, and literature. For each, skills, subskills, and objectives are listed, teaching/learning strategies (using both Polish and English) are suggested, and answers and/or criteria are given. (CMG)

ED 241 645 **UD 023 408**

Krol, Virginia Surdacki Rychlinski, Anna M.
Supplement for Curriculum Guide in Reading:
Polish-Speaking Students. Levels GH. Working
Draft.

Chicago Board of Education, Ill.
 Pub Date—80
 Note—238p.; For related documents, see UD 023 405-409.

Language—English; Polish
 Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Behavioral Objectives, Bilingual Instructional Materials, Cultural Awareness, Curriculum Guides, *Learning Activities, Polish, *Polish Americans, Primary Education, *Reading Instruction, *Teaching Methods

This supplement to the Chicago public schools' regular reading curriculum guide is for use with Polish-speaking students at two primary (grade 3) reading levels. Teaching strategies refer the teacher to Polish texts and to literary and historical selections which reflect the students' Polish heritage, and reading guide references to American customs, traditions, and folklore are translated into Polish. For each of the two reading levels dealt with, the supplement presents four sections dealing with word attack, comprehension, study skills, and literature. For each section, skills, subskills, and objectives are listed, teaching/learning strategies (using both Polish and English) are suggested, and answers and/or criteria are given. A bibliography of mostly Polish items is provided. (CMG)

ED 241 646 **UD 023 409**

Krol, Virginia Surdacki Rychlinski, Anna M.
Supplement for Curriculum Guide in Reading:
Polish-Speaking Students. Levels EF. Working
Draft.

Chicago Board of Education, Ill.
 Pub Date—80
 Note—246p.; For related documents, see UD 023 405-408.

Language—English; Polish
 Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Behavioral Objectives, Bilingual Instructional Materials, Cultural Awareness, Curriculum Guides, *Learning Activities, Polish, *Polish Americans, Primary Education, *Reading Instruction, *Teaching Methods

This supplement to the Chicago public schools' regular reading curriculum guide is for use with Polish-speaking students at two primary reading levels. Teaching strategies refer the teacher to Polish texts and to literary and historical selections which reflect the students' Polish heritage. In addition, reading guide references to American customs, traditions, and folklore are translated into Polish. For each of the two levels addressed, the supplement presents four sections dealing with word attack, comprehension, study skills, and literature. In each section, skills, subskills, and objectives are listed, teaching/learning strategies (using both Polish and English) are suggested, and answers and/or criteria are given. A bibliography of mostly Polish items is provided. (CMG)

ED 241 647 **UD 023 410**

Supplement for Curriculum Guide for Science:
Vietnamese-Speaking Students, Kindergarten-
Upper Two. Field Test.

Chicago Board of Education, Ill.
 Pub Date—80
 Note—183p.; Many sections have light print.

Language—English; Vietnamese
 Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Asian Americans, Bilingual Instructional Materials, Cultural Differences, Curriculum Guides, *Elementary School Science, Elementary Secondary Education, Learning Activities, *Science Curriculum, Vietnamese, *Vietnamese People, Vocabulary

This supplement to the Chicago public schools' science curriculum guide is for use with Vietnam-

ese-speaking students and is designed to help students make the transition to science learning in English. English-Vietnamese vocabulary lists, independent learning activities (in Vietnamese), and teaching aids (cultural activities such as songs, proverbs, and legends in both languages) are included to permit children to use their knowledge of the Vietnamese language in the study of science and to relate the study of science in Vietnam to the understanding of universal scientific concepts. Concepts studied include living things, the universe, and the behavior of matter and energy. The focus of the curriculum is on science education for the primary grades, but a number of learning activities for intermediate and upper levels are also described. Information for the teacher is provided as background for understanding differences in the study of science that result from geographic location and culture. (CMG)

ED 241 648 **UD 023 411**

Supplement for Curriculum Guide for Mathematics:
Spanish-Speaking Students, Grades 2-3 =
Suplemento de la guía didáctica de matemáticas
para los estudiantes de habla hispana, segundo y
tercer grados. Field Test.

Chicago Board of Education, Ill.
 Pub Date—81
 Note—102p.; For related documents, see UD 023 412-413.

Language—English; Spanish
 Pub Type—Guides - Classroom - Teacher (052) —
 Multilingual/Bilingual Materials (171)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Bilingual Instructional Materials, *Cultural Differences, Curriculum Guides, *Elementary School Mathematics, Grade 2, Grade 3, Learning Activities, *Mathematics Curriculum, Primary Education, *Spanish Speaking, *Teaching Methods

A contrastive analysis approach is used in this supplementary math curriculum guide for Spanish-speaking second and third grade students in Chicago public schools. Lessons are presented for those objectives for which the instructional strategies used in the United States differ from those used in Spanish-speaking countries. (Objectives for which the methodology is the same are taught from the standard math curriculum.) Every lesson has four parts: (1) an explanation of the differences in instructional strategies used in Spanish-speaking countries and the U.S.; (2) a student activity, in Spanish, to reinforce students' skills in using their native language and methodologies; (3) suggestions for facilitating students' transition from their native methodology to the U.S. methodology; and (4) a transitional activity which provides students with practice in solving problems using both methodologies and languages. Major topics covered are place value, operations with whole numbers, and measurement. An English-Spanish vocabulary list is provided. (CMG)

ED 241 649 **UD 023 412**

Supplement for Curriculum Guide for Mathematics:
Spanish-Speaking Students, Grades 4-6 =
Suplemento de la guía didáctica de matemáticas
para los estudiantes de habla hispana, cuarto-
sexto grados. Field Test.

Chicago Board of Education, Ill.
 Pub Date—82
 Note—107p.; For related documents, see UD 023 411-413.

Language—English; Spanish
 Pub Type—Guides - Classroom - Teacher (052) —
 Multilingual/Bilingual Materials (171)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Bilingual Instructional Materials, *Cultural Differences, Curriculum Guides, *Elementary School Mathematics, Grade 4, Grade 5, Grade 6, Intermediate Grades, Learning Activities, *Mathematics Curriculum, *Spanish Speaking, *Teaching Methods

This supplementary math curriculum guide for use with Spanish-speaking, fourth through sixth grade students in Chicago public schools employs a contrastive analysis approach. Lessons are presented for objectives for which the instructional strategies used in the United States differ from those used in Spanish-speaking countries. (Objectives for which the methodology is the same are taught from the standard math curriculum.) Every lesson has four parts: (1) an explanation of the differences in the instructional strategies used in the Spanish-speaking countries and in the U.S.; (2) a student activity, in Spanish, to reinforce students' skills in

using their native language and methodologies; (3) suggestions for facilitating the students' transition from their native methodology to the U.S. methodology; and (4) a transitional activity which provides students with practice in solving problems using both methodologies and languages. The major topics covered are place value, operations with whole numbers, rational numbers, and measurement. An English-Spanish vocabulary list is provided. (CMG)

ED 241 650 UD 023 413

Supplement for Curriculum Guide for Mathematics: Spanish-Speaking Students, Grades 7-8 = Suplemento de la guía didáctica de matemáticas para los estudiantes de habla hispana, séptimo y octavo grados. Field Test.

Chicago Board of Education, Ill.

Pub Date—81

Note—65p.; For related documents, see UD 023 411-412.

Language—English; Spanish

Pub Type—Guides - Classroom - Teacher (052) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bilingual Instructional Materials, *Cultural Differences, Curriculum Guides, *Elementary School Mathematics, Grade 7, Grade 8, Junior High Schools, Learning Activities, *Mathematics Curriculum, *Spanish Speaking, *Teaching Methods

This supplementary math curriculum guide for use with Spanish-speaking students in Chicago public schools' seventh and eighth grade classes employs a contrastive analysis approach. Lessons are presented for objectives for which the instructional strategies used in the United States differ from those in Spanish-speaking countries. (Objectives for which the methodology is the same are taught from the standard math curriculum.) Every lesson has four parts: (1) an explanation of the differences in the instructional strategies used in Spanish-speaking countries and the U.S.; (2) a student activity, in Spanish, to reinforce students' skills in using their native language and methodologies; (3) suggestions for facilitating students' transition from their native methodology to the U.S. methodology; and (4) a transitional activity which provides students with practice in solving problems using both methodologies and languages. Major topics covered are sets, place value, rational numbers, and real numbers. An English-Spanish vocabulary list is provided. (CMG)

ED 241 651 UD 023 415

Auerbach, Arthur

Policy Statements: Division of High Schools. 1983-84 Edition.

New York City Board of Education, Brooklyn, N.Y. Div. of High Schools.

Pub Date—Sep 83

Note—124p.

Pub Type—Reports - General (140) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Board of Education Policy, Educational Counseling, Facility Guidelines, *High Schools, Instruction, Management by Objectives, Parent School Relationship, Personnel Management, Position Papers, School Accounting, *School Administration, School Maintenance, Student Needs, Student School Relationship

Identifiers—*New York City Board of Education
This report by New York City's Division of High Schools contains policy statements relevant to the high schools. The following topics are dealt with: school administration, instruction, students, guidance, special programs, parents, personnel management, management by objectives, budget and school management, and plant management. (CMG)

ED 241 652 UD 023 416

Blakely, Mary, Ed.

Americans Talking...Listen! How Some Hmong, Khmer, Lao and Vietnamese View American Schools.

Lane Community Coll., Eugene, Oreg.
Spons Agency—Oregon State Dept. of Education, Salem.

Pub Date—84

Note—22p.; Dot matrix print; will reproduce poorly. Transcripts from a videotaped session at the conference "Options: Bridge to English" (Springfield, OR, February 2, 1982).

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acculturation, Asian Americans,

Cultural Differences, *Culture Conflict, Elementary Secondary Education, *Indochinese, *Intercultural Communication, Interpreters, Language Role, Laotians, Parent Child Relationship, *Parent School Relationship, *Refugees, *School Attitudes, Vietnamese People

Identifiers—Hmong People, Khmer People

Three topics were dealt with during this panel discussion on how Hmong, Khmer, Laotian, and Vietnamese refugees see the American school system: (1) the general issues of acculturation and assimilation; (2) conflicts between school and home expectations; and (3) the use of students and other nonprofessionals as interpreters and translators in communication with Southeast Asian refugee families, with emphasis on the need to be aware that among immigrants, English is sometimes used as a source of power. (CMG)

ED 241 653 UD 023 420

Olney, Douglas P., Comp.

A Bibliography of the Hmong (Miao) of Southeast Asia and the Hmong Refugees in the United States. Southeast Asian Refugee Studies Occasional Papers Number One. Second Edition.

Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.

Pub Date—83

Note—79p.; Published by the Southeast Asian Refugee Studies Project.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Bibliographies, Cultural Background, Health, *Indochinese, *Refugees

Identifiers—Asia (Southeast), *Hmong (Language), *Hmong People

This bibliography on the Hmong and related Southeast Asian peoples is divided into 11 sections: (1) general works on Southeast Asia; (2) general Hmong ethnography; (3) specific aspects of Hmong ethnography, including kinship and social organization, cultural ecology, economics and material culture, and religion, ritual and folklore; (4) linguistic studies of Hmong (Miao) and Mien (Yao); (5) resettlement issues; (6) physical and mental health; (7) journalism (which includes articles that have appeared in popular journals and newspapers); (8) books written in the Hmong language; (9) bibliographies; (10) films and video tapes about the Hmong; and (11) introductory readings. Many of the works cited are among the holdings of the Southeast Asian Refugee Studies Project or the University of Minnesota library system. (GC)

ED 241 654 UD 023 422

Wong, Eugene Franklin

Asian American Middleman Minority Theory. The Constructional Framework of an American Myth. Draft.

Pub Date—Jan 84

Note—60p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Career Choice, *Chinese Americans, *Group Status, *Japanese Americans, *Minority Groups, Social Theories, *Socioeconomic Status

Identifiers—*Middleman Minority Groups, *Model Minority Groups

This paper questions the applicability of middleman minority theory to Chinese and Japanese Americans. The constructional elements of the theory, in its American form, are analyzed in the context of Chinese and Japanese American economic, social, and political conditions. The ethnic group triad (elite-middleman minority-masses) is identified and viewed against actual dyadic ethnic relations. The "model minority" thesis is seen as a link between the presumed middle-class status of the two Asian American groups and the existence of a competitive discriminatory pathology, the primal ingredient of which is proof of one's deprived minority status. This hierarchy of relative social deprivation is suggested as the structural mechanism through which a socioeconomic status bias serves as the estimation of the status of minority groups. (That bias is emphasized by the conspicuous absence of its sociopolitical counterpart, sociopolitical status.) Lastly, the theory is reduced to its central theme: occupational "liquidity" as a function of sojourning. The assumption that Chinese and Japanese Americans are "sojourners," or "strangers," whose occupational preferences are determined by that orientation is challenged. It is argued that the classification and depiction of those two groups as "middleman minorities" are untenable, inaccurate,

and based on myth. (Author/CMG)

ED 241 655 UD 023 423

Hauser, Robert M.

Some Cross-Population Comparisons of Family Bias in the Effects of Schooling on Occupational Status. CDE Working Paper 83-33.

Wisconsin Univ., Madison. Center for Demography and Ecology.

Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.; Spencer Foundation, Chicago, Ill.; Wisconsin Univ., Madison. Graduate School.

Pub Date—Aug 83

Grant—MH-6275; SES-80-10640

Note—46p.; Many pages have small print.

Available from—Center for Demography, University of Wisconsin, 3224 Social Science Building, Madison, WI 53706 (no cost).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Attainment, *Education Work Relationship, Family Characteristics, Postsecondary Education, *Siblings, Social Stratification, Socioeconomic Background, Statistical Analysis, *Statistical Bias

It is a truism of research on social stratification that the effects of socioeconomic or family background on educational attainment lead to biases in the simple regression of occupational status (or other putative outcomes of schooling) on educational attainment. Using a structural equation model of sibling resemblance in educational attainment and occupational status, Hauser and Mossel have found minimal evidence of family bias in the effects of postsecondary schooling on occupational status in a sample of Wisconsin brothers. In order to resolve this seemingly anomalous finding, the present analysis compares the Hauser-Mossel findings with those in larger samples of sibling pairs of the same and of mixed sex in the Wisconsin Longitudinal Study and with pairs of brothers in Olneck's Kalamazoo study. In the course of the analysis, some methodological problems in cross-population comparisons of structural equation models are solved. The comparative analysis shows that family bias in the effects of schooling on occupational status may be much less than is commonly believed and that very large samples may be needed to measure it reliably. Moreover, the analysis suggests that estimates of family bias are very sensitive to the specification of response variability in schooling. (Author)

ED 241 656 UD 023 424

Hauser, Robert M. Sewell, William H.

Birth Order and Educational Attainment in Full Siblings. CDE Working Paper 83-31.

Wisconsin Univ., Madison. Center for Demography and Ecology.

Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.; National Science Foundation, Washington, D.C.; Spencer Foundation, Chicago, Ill.

Pub Date—Aug 83

Grant—MH-6275; SES-80-10640

Note—50p.; Many pages have small print; Revised version of paper presented at the annual meetings of the American Sociological Association (Detroit, MI, 1983).

Available from—Center for Demography, University of Wisconsin-Madison, 3224 Social Science Building, Madison, WI 53706 (no cost).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Birth Order, *Educational Attainment, Family Size, Postsecondary Education, *Predictor Variables, *Siblings, *Success

The idea that birth order influences intellectual development and social success has recently been revived, despite the accumulated evidence that birth order effects are often negligible or artifactual. In this paper, the association of birth order with educational attainment is examined among 9,000 Wisconsin high school graduates of 1957 and among their full siblings, including more than 30,000 men and women. Whether selection within the sample of high school graduates, post-secondary educational attainments of those graduates, or educational attainments within full siblings are considered, there are no significant or systematic effects of birth order on educational attainment when other relevant variables have been controlled. Educational attainment appears to increase with birth order when family size is controlled, but this happens because secular increases in schooling have occurred within as well

as across families. (Author)

ED 241 657

UD 023 425

Oversight Hearing on Restoring Funding to the Child Nutrition Programs. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session. Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—28 Sep 83

Note—83p; Small print.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Breakfast Programs, Children, Elementary Secondary Education, *Federal Programs, *Financial Support, Food, Hearings, Lunch Programs, *Nutrition, Poverty, Urban Areas

Identifiers—Child Care Food Program, *Entitlement Programs, Food Stamp Program

Three witnesses gave testimony at this hearing on restoring \$150 million in entitlement funding to Federal child nutrition programs. They were Ernest Morial, Mayor of New Orleans, representing the U.S. Conference of Mayors' Task Force on Joblessness and Hunger; Faith Gravenmier, representing the American School Food Service Association; and Lynn Parker, representing the Food Research and Action Center. All three, besides offering suggestions for using the restored funds in their oral testimony, presented prepared statements for inclusion in the record. Morial also presented, in his oral testimony, omnibus anti-hunger legislation prepared by the Conference of Mayors and, for inclusion in the record, a survey of human services in 1982 and eight case studies of hunger in American cities prepared by the Conference of Mayors. The cities covered in the survey include Cleveland, Denver, Detroit, Nashville, New Orleans, Oakland (CA), Rochester, and San Antonio. (CMG)

ED 241 658

UD 023 426

Career Oriented Curriculum of the D.C. School System. Hearing before the Subcommittee on Governmental Efficiency and the District of Columbia of the Committee on Governmental Affairs, United States Senate, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Governmental Affairs.

Pub Date—11 May 83

Note—44p; Small print.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basic Skills, *Career Development, *Career Education, *Employment Opportunities, Employment Potential, Hearings, High Schools, House Plan, Job Skills, Program Descriptions, *School Business Relationship, *Secondary School Curriculum, *Work Experience Programs

Identifiers—*District of Columbia Public Schools

The subject of this hearing was the partnership between the District of Columbia's public schools and several private companies. This partnership resulted in the establishment of a school curriculum giving high school students exposure to specific career training and also orientation to the workplace. The training was in the fields of pre-engineering, the health professions, communications, business and finance, and hotel management and the culinary arts. Oral testimony describing the programs (which included schools within schools) and their impact was presented by a student and a faculty member from a participating school, by the superintendent of schools, and by a representative of the participating corporations. Prepared statements were also submitted for the record by the last three witnesses. The chairman of the subcommittee submitted a copy of a newspaper article by Jacob Javits discussing the role of business in innovative education and training programs. (CMG)

ED 241 659

UD 023 427

Oversight Hearing on School Lunch Program. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. House

Committee on Education and Labor.

Pub Date—2 Jun 83

Note—53p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Breakfast Programs, Elementary Secondary Education, *Eligibility, *Federal Programs, Financial Support, Hearings, *Lunch Programs, Nutrition, Program Evaluation

Identifiers—*Income Verification, *Reagan Administration

The first witness in this oversight hearing on the school lunch program, the Assistant Secretary for Food and Consumer Services (Department of Agriculture), presented the findings of a study on child nutrition programs mandated by Congress and discussed the Reagan Administration's view of the status of the programs as a whole, including its policy on income verification for potentially eligible children. The Administration's position, and particularly its position on verification, was criticized in oral and prepared statements by witnesses representing the Children's Defense Fund, the Food Research Action Center, and the American School Food Service Association. The director of food services for Columbus, Ohio, made an oral statement describing the situation in Columbus and criticizing the Administration's verification stand. Material for the record was submitted by the American Legion, the Pittsburgh Public Schools, and the Society for Nutrition Education. (CMG)

ED 241 660

UD 023 428

Estimates of the Population of Puerto Rico and the Outlying Areas: 1970 to 1982. Current Population Reports. Population Estimates and Projections. Series P-25, No. 943.

Bureau of the Census (DOC), Suitland, Md.

Pub Date—Jan 84

Note—10p; The two maps will not reproduce.

Pub Type—Numerical/Quantitative Data (110) — Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Birth Rate, Census Figures, *Demography, Migration, *Population Trends, *Research Methodology

Identifiers—American Samoa, Guam, Mortality Rates, Pacific Trust Territory, Puerto Rico, Virgin Islands

This report presents estimates of the population for July 1, 1970, to 1982 for Puerto Rico, the Virgin Islands of the United States, American Samoa, Guam, the Northern Mariana Islands, and the remainder of the Trust Territory of the Pacific Islands. Census counts for 1970 and 1980 are also shown for each of the areas. In addition, the report presents the components of population change for these areas for the 1970-80 and 1980-82 periods—natural change (births minus deaths) and net migration (the number of persons migrating to a particular area minus the number migrating from the area). Information is provided on the different methodologies used to derive data for each area, limitations of the estimates, and data sources. (Author/CMG)

ED 241 661

UD 023 430

Hill, Martha S. And Others

Final Report of the Project: "Motivation and Economic Mobility of the Poor." Part I: Inter-generational and Short-Run Dynamic Analyses. Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—Department of Health and Human Services, Washington, D.C.

Pub Date—3 Aug 83

Grant—94A-82

Note—248p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Achievement Need, Attitudes, Economic Opportunities, *Economic Status, *Expectation, *Motivation, Parent Attitudes, *Parent Influence, *Poverty, *Self Actualization, Theories, Welfare Recipients

Identifiers—Intergenerational Analysis

Whether there is a causal link from attitudes to economic success is investigated in this study, which uses data from the Panel Study of Income Dynamics. A theory of motivation is proposed which has two components: motives, generalized dispositions to approach or avoid a class of incentives, and expectancies, an individual's assessments of the chances that his or her own performance will lead to a desired outcome. A positive motive, need for achievement, and a negative motive, fear of fail-

ure, are investigated. Generalized expectancies are measured by a personal efficacy index. Future orientation is also measured. An intergenerational analysis of the data focuses on whether motivational deficits among poor parents cause their children to remain at a low level of economic attainment, while an intragenerational analysis examines whether motivational deficits are responsible for poor adults remaining poor. Findings show modest or insignificant effects of motives on economic outcomes and, with one exception, no consistent effects of expectancies on outcome (the exception being an intergenerational one in which parental expectancies are important for young white women). Appended to the narrative are extensive tabular data and descriptions of the study methodology and variables. (CMG)

ED 241 662

UD 023 436

Rebell, Michael Block, Arthur

Faculty Desegregation: The Law and Its Implementation. ERIC/CUE Urban Diversity Series, Number 86.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Columbia Univ., New York, N.Y. Teachers College; National Inst. of Education (ED), Washington, DC.

Pub Date—83

Note—61p.

Available from—The ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, 10027 (\$6.00).

Pub Type—Reports - General (140) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, *Compliance (Legal), *Desegregation Litigation, *Desegregation Methods, Elementary Secondary Education, *Faculty Integration, *Federal Legislation, Program Implementation

Identifiers—California (Los Angeles), Illinois (Chicago), New York (New York), Office for Civil Rights, Pennsylvania (Philadelphia)

This paper provides an overview of the legal standards for faculty integration and an analysis, based on case study research in four cities, of the issues that have arisen in the implementation of these standards by the Federal Office for Civil Rights. Part I reviews the major legal issues and puts them into a historical perspective. Part II develops the implementation issues, drawing upon faculty desegregation experiences in Los Angeles, Chicago, Philadelphia, and New York. The concluding section, Part III, considers recent judicial decisions and administrative policy changes and their implications. (GC)

ED 241 663

UD 023 444

Education, Urban Development and Local Initiatives.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—ISBN-92-64-12536-1

Pub Date—83

Note—112p; Published in French under the title "L'Enseignement, le Développement Urbain et les Initiatives Locales."

Available from—Organisation for Economic Cooperation and Development, Publications and Information Center, 1750 Pennsylvania Ave., N.W., Washington, D.C. 20006 (\$12.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Case Studies, *Community Development, Community Involvement, Developed Nations, Disadvantaged, *Economic Development, Educational Innovation, Education Work Relationship, Elementary Secondary Education, Entrepreneurship, Foreign Countries, Higher Education, *Job Development, *Labor Force Development, Nontraditional Education, School Business Relationship, *School Community Relationship, School Role, Urban Areas, *Urban Improvement, Work Experience Programs

Identifiers—Australia, France, Great Britain, Italy, United States

Innovative practices in education and local development in Western Europe, Australia, and the United States are described and analyzed in this report. Part One reviews urban problems, their impact on education, and the need for a new approach.

Part Two explores how schools and institutes of adult education can provide information about the local community and in the process teach children and adults how to analyze the community's situation and needs. It also describes community service projects that both address the problems of local development and help individual students to choose careers. Examples given include involvement in social services programs and housing rehabilitation programs. Part Three discusses a variety of projects in which schools and colleges concern themselves with improving the local community's economic situation. Examples presented here are school-based youth enterprises, school-business consulting activities, employment training and skills training programs, and college contributions at the teaching, research, and service levels. Part Four stresses the need for an effective alliance between education and development and offers suggestions for aiding this alliance through changes in teaching methods and curricula. Finally, general issues for analysis and themes for further work are indicated. (CMG)

ED 241 664 UD 023 446

Latkiewicz, John
Industry's Reactions to the Indochinese.
Utah Technical Coll., Salt Lake City.
Spons Agency—Utah State Office of Labor and Training, Salt Lake. Manpower and Employment Training Council.

Pub Date—[83]
Note—148p.; Developed at the Skills Center, Utah Technical College.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Culture Conflict, *Employer Attitudes, Employment Interviews, Employment Qualifications, *Indochinese, *Job Performance, Language Proficiency, *Personnel Evaluation, *Refugees

Identifiers—*Utah
Eighty Utah companies currently hiring Indochinese refugees and 73 identified simply as "general employers" took part in a study of employers' reactions to Indochinese refugees as job applicants and as employees. The study used questionnaires and oral interviews directed at personnel managers and supervisors and some language proficiency tests of refugees. Reactions to the refugees were largely positive, with refugees who were employees being perceived more favorably than employees in general. Some problems related to language and (to a minor degree) cultural differences were identified. Personnel managers appeared to use information obtained through interviews less in the evaluation of refugees than in the evaluation of job applicants in general. This may have been due both to the difficulty of obtaining information and to the fact that personnel managers relied more on the reputation of refugees as a group in making evaluations. In terms of language, employers had relatively high expectations about the level of language proficiency that a refugee job applicant should demonstrate for a successful interview; listening was shown to be the most important language skill on the job, followed by speaking, reading, and writing. Appended to this report are the study questionnaire, interview schedule, cover letter, responses to the questionnaire, and an excerpt from "Program Design Considerations for English as a Second Language." (CMG)

ED 241 665 UD 023 448

Neubauer, Antonia R.
Business-Education Cooperation: A Review of Selected Urban Programs.
Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date—1 Oct 82
Note—39p.; Chart will not reproduce well.
Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Cooperative Programs, Elementary Secondary Education, *Labor Force Development, Program Descriptions, *School Business Relationship, *Urban Education
Identifiers—*Chambers of Commerce

Brief descriptions of individual models of business/education cooperation in ten U.S. cities are presented in this report. The models were either developed under the aegis of local Chambers of Commerce or depict major urban partnerships of which the Chambers are a part. Cities with such programs include Boston, Cincinnati, Dallas, Hartford, Minneapolis, New Orleans, New York City, Pittsburgh, San Francisco, and Seattle. The first part of the report summarizes data on the goals and structure of the cooperative programs and on the

administrative structures of the various Chambers of Commerce involved. The second part describes the individual programs. (GC)

ED 241 666 UD 023 451

McKay, Emily G.
Hispanic Statistics Summary. A Compendium of Data on Hispanic Americans.
National Council of La Raza, Washington, D.C.
Pub Date—Dec 82

Note—18p.; Will not reproduce clearly in paper copy.

Pub Type—Numerical/Quantitative Data (110) — Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Data Collection, Demography, Economic Status, Employment Level, *Equal Opportunities (Jobs), *Hispanic Americans, Income, *Political Power, *Population Trends, *Poverty

This summary of Hispanic statistics reviews information in the following areas: (1) subgroups and residential distribution among Hispanic Americans; (2) income, employment, and education; (3) lack of institutional access in terms of the church, schools, government, corporations, the media, and private philanthropy; and (4) lack of data on Hispanics and the problems that this causes. (CMG)

ED 241 667 UD 023 454

Guskin, Judith T. Goldstein, Beth L.
From Laos to the Midwest: Schools and Students in Transition Guide for Video Programs: Pain and Promise [and] Fitting In. Bulletin No. 49-05.

Wisconsin State Dept. of Public Instruction, Madison; Wisconsin Univ., Milwaukee. Midwest National Origin Desegregation Assistance Center.

Report No.—WSDPI-Bull-49-05
Pub Date—Nov 83

Note—64p.; Project supported by funds from a training grant, ESEA Title VII, U.S. Department of Education.

Available from—Wisconsin Department of Public Instruction, Bilingual Education, P.O. Box 7841, Madison, WI 53707 (video programs).

Pub Type—Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adjustment (to Environment), *Bilingual Education Programs, *Culture Conflict, Elementary Secondary Education, *Laotians, Refugees

Identifiers—*Hmong People, Minnesota (Saint Paul), Wisconsin

This guide is intended for use with two videotapes—"Pain and Promise" and "Fitting In"—that address the educational needs of Hmong and Lao students. Information presented in the guide includes brief descriptions of the social organization, religions, languages, and educational backgrounds of Lao and Hmong refugees. Differences and similarities between the two groups are also outlined. Indochinese bilingual program models in the three school districts featured in the videotapes (St. Paul, Minnesota; and Sheboygan and Madison, Wisconsin) are described. Problems from the perspectives of Indochinese students and the schools are then reviewed, and solutions are considered. An extensive list of references (publications; slides, videotapes, and films; and sources for Lao, Hmong, and general Indochinese materials) is also provided. (GC)

ED 241 668 UD 023 455

Morris, Richard W. Louis, Conan N.
"A Writing of Our Own." Improving the Functional Writing of Urban Secondary Students. Final Report.

University City Science Center, Philadelphia, Pa.
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—30 Dec 83
Contract—400-81-0019
Note—227p.

Pub Type—Reports - General (140)
EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Bilingualism, *Black Dialects, Black Students, Community Influence, *Ethnography, *Functional Literacy, High Schools, Hispanic Americans, Puerto Ricans, School Community Relationship, Social Influences, Urban Education, White Students, *Writing Instruction, *Writing Skills

Identifiers—Pennsylvania (Philadelphia)

This report describes a program which grew out of a study that explored writing and literacy skills in Anglo, Black, and Hispanic high school students in

North Philadelphia. Section One describes writing in the lives of adolescents as viewed within the home, community, noninstitutional, and broader sociopolitical settings. Particular emphasis is given to ethnographic data collected and used to identify and describe sociocultural factors affecting students' writing both in the community and in the school. Themes related to literacy, such as bilingualism, bidialectalism, informal language, and the role of writing in the workplace, are also discussed. Section Two focuses on writing in the classroom as it is viewed by educators. Educational strategies that were developed and employed to teach functional writing to urban students are detailed. The introduction of music to the writing curriculum is described as one of the major strategies implemented. Other ways that ethnographers can share their complementary approaches to develop and enhance students' literacy skills are stressed. The report's conclusion focuses on the integration of school and social relationships in the successful development of writing and all learning skills. The text is followed by an extensive bibliography; several case studies of Anglo, Black, and Hispanic learners/writers; and samples of writing from community and school contexts. (CJM)

ED 241 669 UD 023 456

Oversight on Administration's Budget Proposals for Child Nutrition Program. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session. Hearings held in Washington, D.C., on March 1, 2, 3, 8, 9, 10, 1983.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—83
Note—279p.; Some sections have small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Block Grants, Breakfast Programs, *Children, Elementary Secondary Education, *Federal Programs, *Financial Support, Hearings, Lunch Programs, *Nutrition, Summer Programs
Identifiers—Child Care Food Program, *Income Verification, Nutrition Education and Training Program, *Reagan Administration, Special Supplemental Food Program Women Infants Child

The first witness in this hearing was the Assistant Secretary for Food and Consumer Services, Department of Agriculture, who presented the Reagan Administration's 1984 budget proposals for cuts in child nutrition programs. The proposals included changes in the school lunch program, a freeze on the funding level of the WIC program, elimination of the Nutrition Education and Training Program, stepped up income verification measures, and the consolidation of the School Breakfast Program, the Child Care Food Program, and the Summer Food Service Program into a block grant format. Testimony criticizing the administration's proposals and their effect on program participation and availability was given by representatives of State and local governments, professional associations, and private groups, and by individuals. (CMG)

ED 241 670 UD 023 461

Amaro, Hortensia
Hispanic Women in Psychology: A Resource Directory. Revised.
American Psychological Association, Washington, D.C.

Pub Date—Jan 84
Note—49p.; A publication of the Women's Programs Office.

Available from—Women's Programs Office, American Psychological Association, 1200 17th Street, NW, Washington, D.C. 20036 (no charge for single copy).

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Females, Higher Education, *Hispanic Americans, *Psychologists, *Psychology

This directory provides 227 listings of Hispanic women in psychology living in the United States (they are found in 21 states plus the District of Columbia) and Puerto Rico. The entries, which are alphabetically listed, identify each woman's highest degree earned, date of degree, institution where the degree was earned, areas of specialization of highest degree, areas of current interest and expertise, cur-

rent work activities, work affiliation, home address, phone number, and professional affiliations. Following the alphabetical listings is a geographical index (by State) and an index which identifies the persons listed by areas of specialization of highest degree. (CJM)

ED 241 671

UD 023 589

Cook, Thomas And Others

School Desegregation and Black Achievement.

National Inst. of Education (ED), Washington, DC.

Pub Date—May 84

Note—227p.; Also printed separately as ED 238

999-239 005; Several pages have small, marginally legible print.

Pub Type—Collected Works - General (020) — Information Analyses (070)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Academic Achievement, *Black Achievement, *Black Students, *Desegregation Effects, Elementary Secondary Education, Literature Reviews, *School Desegregation

Seven papers commissioned by the National Institute of Education in order to clarify the state of recent knowledge about the effects of school desegregation on the academic achievement of black students are contained in this report. The papers, which analyze 19 "core" empirical studies on this topic, include: (1) "What Have Black Children Gained Academically from School Integration? Examination of the Meta-Analytic Evidence," by Thomas D. Cook; (2) "The Evidence on Desegregation and Black Achievement," by David J. Armor; (3) "Is Nineteen Really Better Than Ninety-Three?" by Robert L. Crain; (4) "School Desegregation as a Social Reform: A Meta-Analysis of Its Effects on Black Academic Achievement," by Norman Miller and Michael Carlson; (5) "Blacks and 'Brown': The Effects of School Desegregation on Black Students," by Walter G. Stephan; (6) "Desegregation and Education Productivity," by Herbert J. Walberg; and (7) "School Desegregation and Black Achievement: An Integrative View," by Paul M. Wortman. The 19 core studies examined in these papers were selected, based on their content and quality, from 157 works that looked at black students' academic achievement in desegregated schools. Authors of the selected works are Lewis V. Anderson, Jerome Baker, Orrin H. Bowman, Patricia M. Carrigan, El Nadel Clark, Charles L. Evans, E. F. Iwanicki and R. K. Gable, Robert Stanley Klein, M. A. Laird and G. Weeks, George J. Rentsch, L. W. Savage, Daniel S. Sheehan, Irene W. Slone, Lee Rand Smith, the Syracuse City School District, E. W. Thompson and U. Smidchens, D. W. Van Every, Herbert J. Walberg, and Stanley M. Zdep. (GC)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors* and the *Identifier Authority List*, are in word-by-word alphabetical order.

As shown in the examples below, the accession number is displayed below and to the right of the document title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Descriptor _____ **Microcomputers**
Title _____ **Public Education and Electronic Technologies.**
 _____ **ED 226 725** _____ **Accession Number**

Identifier _____ **National Assessment of Educational Progress**
Title _____ **Reading, Science, and Mathematics Trends. A Closer Look.**
 _____ **ED 227 159** _____ **Accession Number**

Ability Parameters

An Evaluation of One- and Three-Parameter Logistic Tailored Testing Procedures for Use with Small Item Pools.

ED 241 580

Abortions

Study of Effort to Exclude Planned Parenthood from Participation in Combined Federal Campaign. Report Prepared by the Staff of the Subcommittee on Civil Service of the Committee on Post Office and Civil Service. House of Representatives, 98th Congress, 1st Session. Committee Print No. 98-8.

ED 241 131

Abstract Reasoning

Causal Structure Instruction and Story Comprehension for Mildly Handicapped Children.

ED 240 519

Abstracts

Report of the Evaluation Meeting on the Caribbean Information System (Port-of-Spain, Trinidad and Tobago, July 6-8, 1983).

ED 241 031

Resources in Education (RIE). Volume 19, Number 7.

ED 240 226

Academic Ability

An Analysis of Time-Related Score Increments and/or Decrements for GRE Repeaters across Ability and Sex Groups.

ED 241 564

Academic Achievement

Academic Learning Time in the District of Columbia Public Schools.

ED 241 538

Assess Student Performance: Knowledge. Second Edition. Module D-2 of Category D-Instructional Evaluation. Professional Teacher Education Module Series.

ED 240 313

Conceptual Study of Students' Sense of Efficacy. Final Report.

ED 241 500

The Development of Sex-Related Differences in Achievement.

ED 240 460

Effective Schools: A Summary of Research. ERS Research Brief.

ED 240 736//

The Effect of the Single-Parent Family on Academic Achievement. A Review of Related Literature.

ED 241 604

Factors Affecting the Underachievement of Academically Able College Students.

ED 240 921

Increasing the Duration and Intensity of Academic Learning Time in Schools.

ED 241 130

The Influence of School Resources in Chile. Their Effect on Educational Achievement and Occupational Attainment. World Bank Staff Working Papers Number 530.

ED 240 251

Language Proficiency and Academic Achievement. Multilingual Matters 10.

ED 240 882

National Association for Research in Science Teaching Annual Conference, Abstracts of Presented Papers (57th, New Orleans, Louisiana, April 28-30, 1984).

ED 241 302

The Nature-Computer Camp. Final Evaluation Report, 1982-1983. E.C.I.A. Chapter 2.

ED 241 262

Nutrition and Learning: The Breakfast Role.

ED 241 463

Outcome Evaluation of Selected Bilingual Classrooms.

ED 240 843

A Pilot Study on the Congruency of Locus of Control and Field Dependence as Related to Self-Esteem and Academic Achievement.

ED 241 492

Pilot Testing a Model of School Adjustment for Postsecondary Vocational Education Programs.

ED 240 320

Relationship between Classroom Absenteeism and Stress Risk/Buffer Factors, Depressogenic Attributional Style, Depression and Classroom Academic Performance.

ED 240 474

Remedial Math and Language Arts Study: Effectiveness of Remedial Classes in a Rural Northern California Community College District.

ED 241 091

A Review of Transfer Student Activity among Georgia State University and Selected Institutions of the University System of Georgia. Institutional Research Report No. 84-8.

ED 240 967

The Role of Native Language Instruction in Bilingual Education.

ED 241 621

School Desegregation and Black Achievement.

ED 241 671

Student Academic Engagement Rates. Final Report.

ED 241 599

A Study of Student Performance in the Learning

Disabilities Program at Mt. San Antonio College. Learning Theory.

ED 240 753

Texas Public Schools: A Sampling of Excellence.

ED 240 737

The Use of First and Second Languages in Primary Education: Selected Case Studies. World Bank Staff Working Paper No. 504.

ED 241 147

Academic Advising

Breaking with Tradition: The Advisor as Change Agent. Proceedings of the National Conference on Academic Advising (6th, San Jose, California, October 10-13, 1982).

ED 240 903

Academic Competitions

Orange County Academic Decathlon for 9th and 10th Grade Students. Handbook.

ED 241 546

Academic Education

Central Ohio Technical College Annual Plan, 1983-1984: Academic Affairs.

ED 241 082

Academic Efficiency

Measuring Academic Efficiency at the School Level.

ED 241 576

Academic Freedom

Censorship: Challenges, Concerns and Cures.

ED 241 413

The Students' Right to Know.

ED 240 594

Academic Libraries

Administrative Review at the Iowa State University Library Technical Services Division: A Case Study.

ED 241 035

Annotated Bibliography of Materials on Academic Library Service to Disabled Students.

ED 240 789

ARL Statistics, 1982-83. A Compilation of Statistics from the One Hundred and Seventeen Members of the Association of Research Libraries.

ED 241 036

Bibliographic Instruction Programs in Louisiana Academic Libraries. A Directory.

ED 241 067

Collection Security in ARL Libraries. Kit 100.

ED 241 016

College Library Buildings in Transition-Looking at the 1980's.

ED 241 057

CSU, Chico's Inter-Library Loan Demonstration,

- December '80 - January '81. ED 241 039
- Disaster Preparedness and Recovery. ED 241 059
- The Evaluation of SISMAKOM (Computerized SDI Project). ED 241 060
- A One Credit, Self-Paced Library Research Course and Its Impact on the Knowledge and Attitude Base of Slippery Rock University Students. ED 241 026
- Online After Six: The University of Ottawa's Experience with BRS/After Dark. ED 241 027
- Reproduction of Copyrighted Materials for Classroom Use. A Briefing Paper for Teaching Faculty and Administrators. ED 241 052
- A Study of Collection Use at the University of Cincinnati Central Library. ED 241 069
- User Studies in ARL Libraries. SPEC Kit 101. ED 241 065
- Academic Persistence**
- The Collegiate Student-Athlete Protection Act of 1983. Hearings before the Committee on the Judiciary. United States Senate, Ninety-Eighth Congress, First Session on S. 610. ED 240 962
- Evaluating the Impact of Freshmen Orientation on Student Persistence and Academic Performance. Applied Educational Research and Evaluation. ED 241 089
- Remedial Math and Language Arts Study: Effectiveness of Remedial Classes in a Rural Northern California Community College District. ED 241 091
- Student Enrollment Patterns, 1978-1983. Technical Report 84-01. ED 241 104
- Academic Probation**
- Effects of Probation Policy on Student Retention at Shasta College: A Study in a Rural Northern California Community College. ED 241 094
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- Academic Standards: The Faculty's Role. An Academic Senate Position Paper: Discussion and Action. ED 241 079
- Effects of Probation Policy on Student Retention at Shasta College: A Study in a Rural Northern California Community College. ED 241 094
- Proceedings, 1983 Annual Meeting, Southern Regional Education Board (Palm Beach, Florida, June 9-11, 1983). ED 240 965
- Academically Gifted**
- Focus & Higher Standards for Secondary Schools. ED 240 731
- Gifted Ideas. A Resource Guide for Teachers with Gifted Students. #5 of a Series. ED 240 808
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- Parents, Power, Politics and Your Gifted Child. An Organizing Manual. ED 240 810
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- Making Higher Education Accessible to Young Workers and Peasants: The Soviet Historical Experience. ED 240 227
- Access to Information**
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- Accounting**
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Teaching Listening and Speaking Skills to English-as-a-Second Language (ESL) Adults. October 1 - December 31, 1983. ED 240 266
Teaching Strategies for Developing Literacy Skills in Non-Native Speakers of English. ED 240 296
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The University as an Open System. Proceedings of the Annual Forum of European Association for Institutional Research (5th, Maastricht, The Netherlands, August 17-19, 1983). ED 240 956
University Studies in Adult Education in the Arab Countries (A Comparative Study). ED 240 231
Worker-Peasant Education in the People's Republic of China. Adult Education during the Post-Revolutionary Period. World Bank Staff Working Papers Number 527. ED 240 250
- Adult Farmer Education**
Potential Effect of Small-Farm Technical Assistance Programs on Public Revenue Accounts. Staff Paper 101. ED 241 231
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- Medical Student Attitudes: The Development of Concepts of Professional Distance. ED 240 458

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- Basic Education and Agricultural Extension. Costs, Effects, and Alternatives. World Bank Staff Working Papers Number 564. ED 240 253

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- An Annotated Partial Bibliography of Contemporary Middle Eastern and North African Poets, Novelists, Dramatists and Short Story Writers with Some Background Titles and Folk Tales. ED 240 497

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THESAURUS ADDITIONS AND CHANGES

The following additions and modifications have been made to the ERIC controlled vocabulary since October 1983. They are, therefore, not included in the 10th (1984) edition of the *Thesaurus of ERIC Descriptors*.

ADAPTIVE TESTING

Feb. 1984

- SN Testing that involves selecting test items according to the examinee's ability as shown by responses to earlier test items
- UF Flexilevel Testing
Response Contingent Testing
Stradaptive Testing
Tailored Testing

ANDRAGOGY

Mar. 1984

- SN The art and science of the facilitation of adult learning, distinguished from child-oriented "Pedagogy" in terms of learner self-direction, application of knowledge and experience, learning readiness, orientation to the present, and problem-centeredness
- UF Androgogy

Computerized Adaptive Testing

- USE ADAPTIVE TESTING: COMPUTER ASSISTED TESTING
(Replaces "Computer Adaptive Testing" as USE Reference)

Computerized Tailored Testing

- USE ADAPTIVE TESTING: COMPUTER ASSISTED TESTING
(Replaces "Computer Tailored Testing" as USE Reference)

DISLOCATED WORKERS

Mar. 1984

- SN Workers who have lost their jobs because of economic and technological changes in a business or industry, e.g., plant closings or relocation, increased competition, automation, or market fluctuations
- UF Disemployment
Displaced Workers

EARLY RETIREMENT

Mar. 1984

- SN Withdrawal from one's occupation or career at an earlier age or time than is mandatory or customary

EDUCATIONAL ASSESSMENT

Jan. 1974

- SN (Scope Note Changed) Determining and interpreting the attainment of educational objectives (nationwide, statewide, or locally) for use in educational planning, development, policy formation, and resource allocation (note: do not confuse with "Educational Diagnosis" or "Testing")

High Technology

USE TECHNOLOGICAL ADVANCEMENT

Illegal Immigrants (Del Feb84)

USE UNDOCUMENTED IMMIGRANTS

MARITIME EDUCATION

Feb. 1984

- SN Learning/teaching activities concerned with building, operating, and navigating boats, ships, and other floating structures, as well as related harbor and dock technology

MARXIAN ANALYSIS

Mar. 1984

- SN Application of Marxist concepts, principles, and models in any field (e.g., educational or historical or literary criticism)
- UF Marxist Criticism

MARXISM

Mar. 1984

- SN Body of social, economic, and political thought originating with Karl Marx and Friedrich Engels—distinguished by the labor theory of value, the principles of dialectical materialism and economic determinism, and the doctrine of revolutionary change leading to a classless society
- UF Dialectical Materialism

MONTE CARLO METHODS

Mar. 1984

- SN Statistical simulation techniques using random numbers to derive probabilistic approximations to the solutions of problems—used especially for complex problems with many variables or interrelationships

NONTENURED FACULTY

Feb. 1984

- SN Academic staff who have not received tenure (permanence of position) at their school or institution—includes those awaiting tenured appointments and those who are ineligible for tenure
- UF Nontenured Teachers
Untenured Faculty

OCEANOGRAPHY

Mar. 1980

- SN (Scope Note Changed) Science that deals with the oceans and other large bodies of water, including their exploration, preservation, use, and interactions with air, dry land, and all life forms

ROBOTICS

Mar. 1984

- SN Study, design, and use of robots, mechanical devices that can be programmed to perform tasks of manipulation and locomotion under automatic control
- UF Industrial Robotics
Robots

SMALL ENGINE MECHANICS

Mar. 1984

- SN Assembly, operation, and repair of reciprocating internal-combustion engines used on lawnmowers, garden tractors, chain saws, and other portable power equipment—small engines are generally air-cooled and under 20 horsepower

UNDOCUMENTED IMMIGRANTS

Feb. 1984

- SN Persons residing in a foreign country without proper authorization, having entered that country by unlawful means or having violated the provisions of their visas
- UF Alien Illegality
Illegal Aliens
Immigrant Illegality

Undocumented Workers

- USE FOREIGN WORKERS; UNDOCUMENTED IMMIGRANTS

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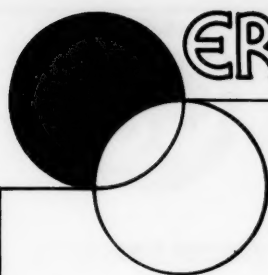
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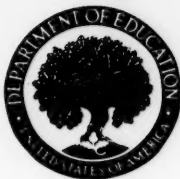
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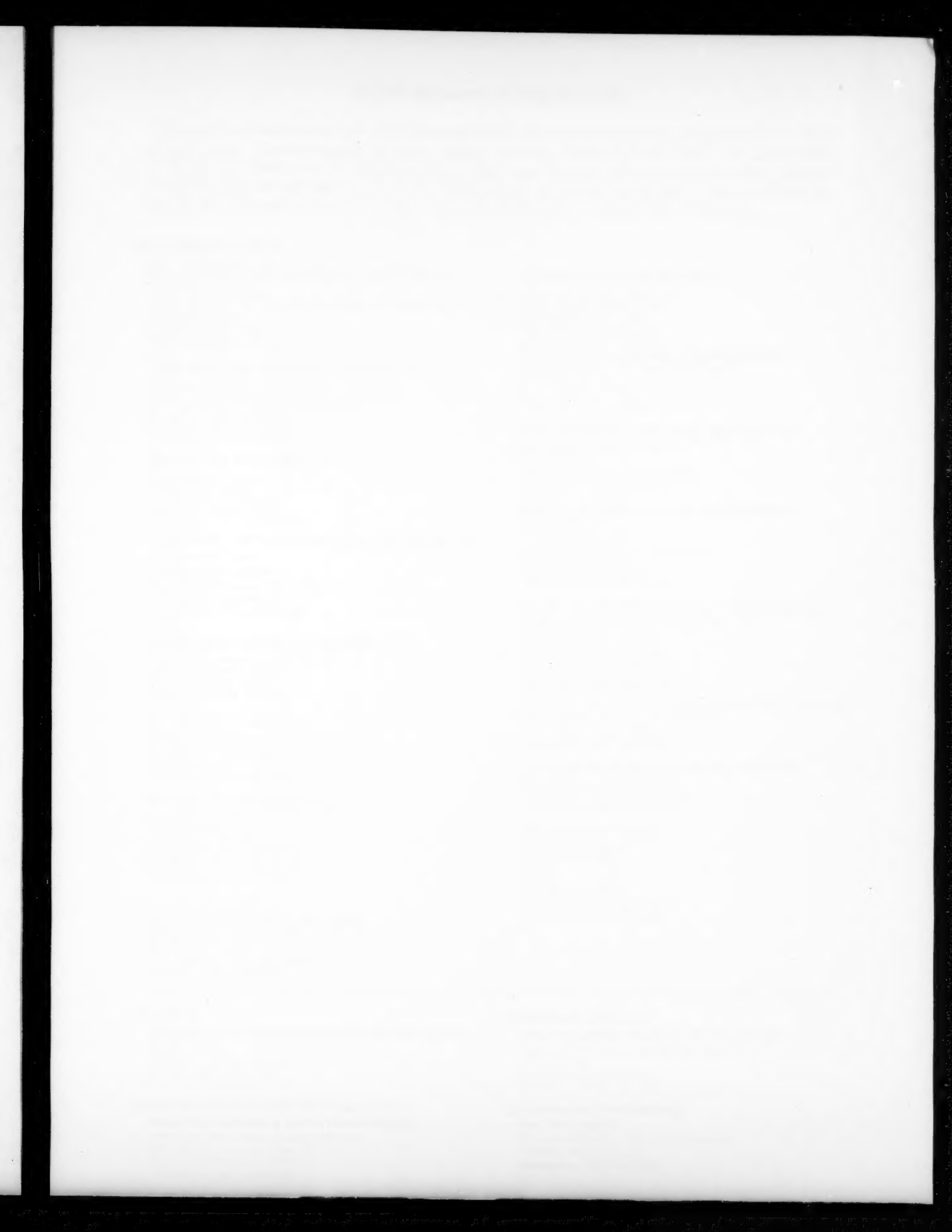
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